A SURVEY OF PHYSICAL EDUCATION IN KAIRA DISTRICT (1958-59 — 1960-61)

A DISSERTATION SUBMITTED FOR THE DEGREE OF

MASTER OF EDUCATION

TO

THE SARDAR VALLABHBHAI VIDYAPEETH

BY

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CHAPTER - I

I N T R O D U C T I O N

India has proclaimed itself a sovereign democratic republic, guaranteeing to all the citizens justice- social, economic and political; liberty of thought, expression, belief, faith and worship; equality of status and of opportunity. It has also promised to inspire in the citizens the sense of dignity of the individual and the unity of the nation. In keeping with the spirit of the constitution, and after taking into consideration all the basic human needs; psychological, social, physical, spiritual and emotional and reviewing the policies; programmes and procedures of general education, India to-day is trying her utmost to achieve an all-round development of every individual.

While marching ahead towards mass education, we being a democratic nation, cannot be satisfied if a large population is physically unfit. At the same time, we must also be sure that all the energies and money that we pour into the physical education of the masses are not wasted.

Every thoughtful citizen must take into account that physical education has a vital role to play in the everyday life of the country. Physical education is closely related to general education. It attempts to lead the individual and the group, into situations affording opportunities for the learning of neuro-muscular skills, the acquisition of organic vigour, development of desirable social attitudes and the enjoyment of creative expression through muscular activity. So to-day in India, physical education is accepted as an essential part of the educational programme at all levels; and no educational authority can dare to question the need for it.

Physical education can and does make valuable and lasting contributions to our national life. It gives such experiences, as would help to develop the sense of self-discipline- a basic necessity to maintain and develop the democratic way of life. It also creates an attitude willing to accept

minor victories and defeats, and provides the opportunities of critical self-appraisal leading to self-respect and a friendly regard for the rights of others. And thus a well conducted physical education trains the youth to shoulder effectively and constructively the responsibilities of democratic citizenship.

It should also aim at providing the children and youth of India with opportunities to make themselves physically, mentally and emotionally fit and develop all the skills and attitudes conducive to long, happy, creative living in a fluid and changing society. If this aim is realised, it would certainly create enthusiastic youths fit for military service to defend the nation against foreign invasions like that of China. The Chinese themselves have gone a long way in-troducing a high standard of physical education in schools. We cannot afford to lag behind. If we are to think in terms of "preparedness", our education will have not only to keep before it the aims and objectives of physical education, but will have to strive to achieve them without lowering in any way the standard of education.

" It is of interest to note that throughout history the rise and fall of nations have seemed to coincide with the rise and fall of the physical stamina of their

people. History indicates, too, that a decadent nation realises the costly blunder it has made only after defeat at the hands of a physically superior enemy. A period of reorganization follows and attempts are made to imbue the nation with the need of physical improvement ". *

Thus, we recognise the unique importance of physical education for the welfare of the individual and the society. The ultimate strength, welfare, survival and progress of the nation depends upon the fitness of its individual citizens. There is the duty not only of bearing but also of rearing children- the future citizens of India- soldiers of peace and war.

Thus, to build up and maintain the physique of the children is the first and foremost task. And it becomes the duty of the schools to do so. No State can afford to neglect the physical fitness of its youth.

" The development of physique is a matter of national importance, vital to the welfare and even the survival of the race and hence its importance should be fully realised in an institution which truely caters to the interests of the nation ". **

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* C.P. Shah, Sharirik Kelvani Darshan, P.1.

** S.K. Kochhar, School Organisation, P.205.

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Unless we recognise the importance of physical education, the youth of the country, which forms its most valuable asset, will never be able to pull its full weight in national welfare. Physical education promotes health and health helps one to live best and serve most; and so we cannot and dare not neglect the importance of it at any level.

Also, physical education like general education enriches the personality through a judicious use of the environment. In addition to developing motor learning, it also helps to introduce the child to the various branches of knowledge and to the understanding of physical experiences, which enable the individual to formulate social and aesthetic judgements of inestimable value in a democratic society.

" It is being realised by the modern educator that a sound mind can only function in a sound body; and that the result of true education is not shattered health and a loaded brain on skeleton shoulders as is usually the case but a wise and active brain on a chiselled physique ". *

This clearly justifies the inclusion of physical education in the school curriculum. It has been

* S.K. Kochhar, School Organisation, P. 204.

regarded as a part of general education. Ultimately the aims of physical education should not be considered apart from those of general education. However, physical education does have its own immediate aims. So it will be necessary to give some consideration and thought to the nature of these aims also. Hence a special chapter is devoted to this purpose.

Like other countries, India, too, has implemented several programmes and policies. Various commissions and committees appointed so far, have made recommendations for the promotion of physical education in different States of India. A detailed account is given in Chapter No.III.

In order to achieve fruitful results, detailed planning is required. But in the absence of a peffect and clear picture of the requirements, without having a grasp of the vastness of this activity and the present state of affairs of physical education, the planning will not be accurate. Some useful attempts have been made by ambitious investigators to review the state of physical education either at State level or at national level.

Any educational scheme, even of paramount importance should begin at the bottom. Therefore, in the present set up of educational administration, the district should be considered to be the unit for implementing any educational activity. Statistical data at district level can facilitate the district educational officer in his yearly as well as future planning. The knowledge of existing conditions of teachers, students, play-grounds, equipments, health and sanitory facilities, supervision, curriculum, finance, etc. of the schools in a particular district can be of great importance to the promoters of physical education.

Looking to the history and tradition of physical education in Kaira District, it is considered worthwhile to have a thorough inquiry into the existing organisation of physical education in the District of Kaira. But the time at my disposal was short. So this survey is limited to the scholastic years 1958-59 -- 1960-61.

CHAPTER- II

THE AIMS AND OBJECTIVES OF PHYSICAL EDUCATION

It is definite that we cannot separate physical education from general education as physical education comes within the frame work of general education. So it cannot claim any more ultimate objectives than those of general education. Consequently, anything that is included in the programme of physical education, should conform to and further the aims of general education; otherwise, there would be no justification for the place given to physical education.

REPORT OF THE PHYSICAL EDUCATION COMMITTEE - 1937:

The Physical Education Committee, 1937, defined the ideal of physical education as follows:-

"The ideal of physical education is not merely to build up a powerful and healthy body, but also to evoke and foster those personal and civic virtues in pupils which would make them better citizens whether they choose to be civilians or soldiers in their after life. Leaders of physical education all over the world now recognise the closest association of the body and mind, and have come to the conclusion that the education of the one cannot be divorced from the education of the other. Hence, as remarked by Marshall and Rees, 'Physical education is but one aspect of the larger problem of education in general, and any system which divorces, or tends to divorce, the physical from the moral and intellectual aspects of life is thoroughly unsound.' This very principle was emphasised by E.Major, Warden of the Carnegie, Physical Training Centre, Leeds, when at the last Olympic gathering he declared: 'We need to aim higher than mere health, than vigorous games and teams, than strong muscles

and profuse perspiration. No physical education can have any abiding value unless it contributes also to mental and moral education'. According to this ideal, therefore,physical education and intellectual education are complementary to each other and must be integrated in such a way as to form an organic whole ". *

The Committee of 1937, defined the different objectives of physical education. We can put them as follows:-

1) physical fitness
2) endurance
3) resourcefulness
4) rational consciousness
5) leadership
6) civic sense
7) patriotism
8) initiative

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* Report of the Physical Education Committee-1937, P .15.

REPORT OF THE PHYSICAL EDUCATION COMMITTEE- 1945-46:

But, the Physical Education Committee of 1945-46, widened the scope of physical education and suggested the ideal of world citizenship. It referred to the remarks of Mr. Grayson, Chairman, Liason Committee of International Education, which is as follows:-

"Education in world citizenship should begin with the whole development of the whole child in the personal-social relations of his immediate environment and concurrently extend his understanding of and his responsibility and effectiveness in a wider environment which comprehends the people and the places in an interdependent world". *

Therefore, if physical education is properly organised, it can help to the elimination of war and maintain international peace and security.

According to J.S.Ross, these fighting instincts and emotions of man can be satisfied by the play. He says:

> "Play is cathartic in its action; that is to say, it provides an outlet for certain pent-up instincts and emotions which, whether in childhood or in

* Report of the Physical Education Committee-1945-46,p.17.

adult life, cannot find sufficient direct expression. In civilized life the instinct of pugnacity, for example finds insufficient scope for exercise. By nature we are fighters, and fight we must, so the civilized man fights in play. Every game is a sham fight, in which no blood is shed, or even anger displayed, but which nevertheless relieves the energy of his instinct providing a vicarious channel for its expression".*

Dr. W.B. Cannon and other remarkable persons in the field proved that games and other physical activities fully exercise the fighting mechanism and keep it healthy and satisfied. Therefore, activities like lathi fight, foot-ball, hockey, dagger fight, wrestling should be included in our school programme.

In addition physical education can and should cultivate some social virtues and build up character. The combative games played either between two individuals or two groups can develop such social virtues. Consequently, wrestling, boxing, lathi fight, kho-kho, hu-tu-tu, atya-patya, foot-ball, hockey etc. have place in school

*. J.S. Ross, Groundwork of Educational Psychology, p.105.

activities.

Miss A.R.Wayman in her book 'A Modern Philosophy of Physical Education' has aptly said:

> "Even more important than skills are habits and attitudes and appreciations. These should be the by-products of the field of play and of physical education and recreation when sports, games and physical activities are wisely chosen, wisely organised and wisely administered. Out of this activity programme should come a philosophy of conduct and of right thinking, an attitude of mind which will function not only in schools and colleges and at home, but later on in community life and in public life as good citizenship". *

While defining the aims of physical education, Prof.S.K.Kochhar referred to Jackson R. Sharman.

> "The aim of physical education is to influence the experiences of persons to the extent that each individual within the limits of his capacity may be helped to adjust successfully to society, to increase and improve his wants and to develop the ability to satisfy his wants, of course, only those wants that can be satisfied without annoying

* Miss A.R.Wayman, A Modern Philosophy of Phy.Edu.p.121.

or trespassing the rights of others".*

So constant efforts should be made to develop useful and unselfish wants and to diminish useless and selfish wants.

The aims of physical education as referred to by one of the pioneers of this profession, Mr. Clark W. Hetherington are as under:-

1) Organic Development
2) Neuro-muscular Development
3) Interpretive Development
4) Emotional Development

1. ORGANIC DEVELOPMENT:

It is true that the feelings, emotions, thoughts and actions of an individual are influenced by his physiological system. The efficient functioning of his digestive system, the excretory system and of the respiratory system has considerable influence on the vigour and energy.

It will be justified to quote Nash here. He says:-

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* S.K.Kochhar, School Organisation, P.206.

"Organic development means the ability of the human organism to sustain adaptive effort, to move with rhythmic cadence, to function on the highest possible optimum level for the better enjoyment of movement and to lay the basis for full and efficient living". *

2. NEURO-MUSCULAR DEVELOPMENT:

Neuro-muscular development refers to the acquiring of skills. It lays the basis for participation in dramatics and recreational activities and increases the ability of thinking. Dramatics, games and sports are the outlets through which we can fully express our innate tendencies.

3. INTERPRETIVE DEVELOPMENT:

Interpretive development increases the ability of the individual to think more clearly in terms of time and space. Also, by taking part in games and sports, it is very likely that we develop some social attitudes e.g. sportsmanship, leadership, courage etc.

4. EMOTIONAL DEVELOPMENT:

To develop a healthy personality, emotional stability is essential. If we continuously repress our

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* J.B.Nash, Physical Education- Interpretations and objectives, p.57.

natural impulses and urges, it may result in unsocial behaviour or abnormal personality.

Each of these objectives contributes to the making of a well developed individual who will become a worthy member of the society.

Physical education still widens its scope. "The aim of physical education is not to produce masses of brawn and muscle, but little else. Nor is it to produce cannon fodder for those who have been trained and brought up with military ideals. Nor is it to produce experts in various branches of sports and athletics. The aim of this part of education, which is concerned with the body is to do its share in producing an integrated and harmoniously developed personality. The aim of physical education is to ensure that the body is given the due share of attention, which it needs so that it can play a 'Positive Part' in the life of an individual, a part without which life would be dwarfed, comparatively restricted and ineffective". *

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* S.K. Kochhar, School Organisation, p. 206

Edward C. Schneider, one of America's eminent Physiologists, has also laid great emphasis on the physical and mental aspects of an individual.

> "It is also common experience to find that a man in poor physical condition is easily exhausted by mental and physical exercise; he is irritable, likely to have morbid thoughts, petty ailments, and a low morale; he may have a shallow complexion and dull eyes; and he frequently complains of constipation, headache, nervousness, and insomnia. On the other hand, it is equally common to observe in a man of good physical condition evidences of mental and bodily vigor, such as alertness, cheerfulness, high morale, bright eyes, elastic step, healthy complexion and capacity for arduous mental and physical work. It is believed that these two conditions are but the outward expression of physiologic differences within the body". *

This is very applicable to India- a country of ascetics. Vivekananda has rightly told us that what India needs to-day is not the Bhagwad-Gita but the foot-ball field.

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* Edward C.Schneider, Psychology of Muscular-Activity, p.255.

The modern educationist Sharman has classified the objectives of physical education into two broad groups viz.

(A) Educational Objectives

(B) Administrative Objectives

A. EDUCATIONAL OBJECTIVES:

The educational objectives are those, which are directly connected with the development of the pupils. Under the educational grouping Sharman lists three specific objectives:-

(1) To provide opportunities for physical education that will result in educative experiences.

The opportunities should be given to the player to express himself at his best. The curriculum must take into consideration the needs and interests of the students. This will provide an opportunity for emotional control, living according to acceptable social standards and self-expression.

(2) To develop the organic system of the body as far as possible to live successfully and

satisfactorily.

It is true that when the organic system of the body functions easily, we can do many useful, valuable, interesting and desirable things in a better way. Through such development, a person will be able to live a happier, a more satisfying and a more purposeful life.

(3) To develop skills and attitudes which will be conducive to the wise use of leisure time.

Every man or child likes to do the work which he can do well.

Sharman says:

"For instance if a person can play cricket well, he likes to play cricket, if he can swim well, he likes to swim. This attitude is especially dominant among adults and later adolescents. If a person during his childhood and youth has many satisfying and pleasant experiences in recreational activities, it is quite probable that he will develop an attitude towards play that will cause him to seek the opportunity to participate in these activities during his leisure in later life ". *

*.Jackson R.Sharman,Modern Principles of Phy.Edu.p.68.

One should develop sufficient skill so that various games and sports may be utilized during leisure hours.

B. ADMINISTRATIVE OBJECTIVES:

The administrative objectives are concerned with providing the programme, staff, time, place and facilities i.e. they deal with those factors which aid in fulfilling the educational objectives. These objectives include adequate health examination, adequate facilities, community co-operation, scientific instruction, qualified personnel, sound educational procedures, right place of health and physical education in school curriculum, supervision of physical education in schools, publication of the values of play, extention of the programme into the community.

Thus, different educationists and thinkers have seen physical education from different angles. But we may sum up these objectives as under, in order to get an unique picture, creating unity from diversity:

1) Health
2) Worthy home membership
3) Citizenship
4) Command of fundamental skills

5) Preparation for a profession

6) Good use of leisure

and

7) Ethical character.

Therefore, we can say that physical education covers four basic areas viz. health, social ends, emotional development and recreation- affecting the whole development of the child. It means that physical education is not a frill or an appendage to the school programme, but an integral part of it.

But these aims and objectives of physical education depend to a great extent on the political and social changes that take place in society. India has recently achieved political freedom and chosen to become a secular democratic republic. Thus, it becomes the responsibility of her children to maintain democracy. Physical education can help them much in cultivating such qualities of mind, body and character as would enable them to bear that responsibility.

Free India is worried much in respect of our physical fitness, and it is a headache for our leaders. Apart from military fitness our youth today has been called upon to take up reconstruction of India suited to her

culture and traditions, to pave her way to a greatness that is legitimately her due.

So we must now recast our ideas about physical education, launch new programmes, attempt to achieve what is achievable and endeavour to add to the sum-total of our national happiness and the glory of our 'New-Born-Nation'.

As physical educators, as teachers of youth and as patriotic citizens we must offer our contribution today. To-morrow will be too late.

CHAPTER III

H I S T O R I C A L

(A) PHYSICAL EDUCATION IN SECONDARY SCHOOLS

Physical education as is thought of today did not exist in primitive society inspite of well developed bodies and the sound organic systems of the people. This branch of education enjoyed a golden age in ancient Greece, where physical training for young was considered necessary for creating beauty and symmetry of body and a victor at an olympic event was accorded the highest honour. Olympic games to be held at the interval of every four years originally started in 776 B.C.; but

were discontinued by the Romans in 394 A.D.

Sparta considered the physical training of youth essential for building up military personnel. Only strong and vigorous babies are welcomed into any military state. However, because of the ascetic philosophy of the church, it was neglected during mediaeval period. Frederick William III of Prussia fostered physical training to increase military efficiency. England and Sweden fostered it in the 19th century. U.S.A. imparts military training through land-grant colleges since 1862 and physical training plays an important part in such military academics.

Friedrich Ludwig Jahn (1778-1852) is the father of the modern physical training, who built up the military personnel during the Napoleonic wars. The first gymnasium was started by him in Berlin in 1811, which infused patriotism into the students. Adolph Spiess made physical education a part of school curriculum. According to him, physical education should receive the same consideration as other important academic subjects. The modern programme of physical education in America desires to meet the needs,

interests and capacities of every child and emphasises an all-round physical, social and mental developments of the normal child.

In order to have a clear background of the present system of physical education, and to show the development of its various salient features, it is essential to go through various Government resolutions, and reports and recommendations of various committees and commissions.

PHYSICAL EDUCATION IN THE COUNTRY

Long ago, even Manu had declared that a sound body is a pre-requisite for a religious life. Thus, physical education is the oldest form of educational activity.

With the advent of foreign domination over India, physical education had been neglected and more attention was paid to feverish greed for learning. The report of the Director of Madras Public Instruction, 1875, stated that physical education was in existence in schools in those days.

As a result of the awakening of patriotism by the Indian National Congress, many private gymnasia came into existence e.g. Shri Hanuman Vyayam Pracharak Mandal, Amaravati; Jummadada Vyayam shala, Baroda.

In 1920 the Y.M.C.A. College for physical education was started in Madras and it played an important role in preparing teachers for physical education. During 1945-57, colleges for physical training were opened at Kandiwali, Lacknow, Calcutta, Bombay, Poona, Rajpipla etc. and the diplomas and certificates awarded by them have been recognised.

Since 1954, Government has taken a serious view of this and the 'National Plan of Physical Education and Recreation' was prepared and implemented.

In 1957, the first national college of physical education was started at Gwaliar with a three years' degree course in physical education.

A 'Central Advisory Board' of physical education and recreation has been set up to advise the Government of India on the co-ordination of physical education.

In 1924 the 'Indian Olympic Association' was established. After 1948, separate associations for different games were organised.

For the encouragement of athletic sports as distinct from games, an 'All India Council of Sports' has been established, as well as 'State Sports Council' in most of the states. Under the 'Rajkumari Sports Coaching Scheme', coaching centres have been established since 1953.

In 1916, in India the 'Boy Scout' movement was started and in 1950, it was recognised as 'Bharat Scout and Guide'.

The Indian Government has started the N.C.C. in 1947, the A.C.C. in 1954 and the N.D.S. in 1958. Also, after the conquest of Everest by Tensing in 1953, the 'Himalayan Mountaineering Institute' was established in Darjeeling.

PHYSICAL EDUCATION IN THE STATE OF BOMBAY:

Prior to bifurcation in 1960, Gujarat was a part of the former Bombay State. So, it is worthwhile to review the efforts made by the Government of

Bombay to promote physical education.

PHYSICAL EDUCATION BEFORE 1927:

Physical education in secondary schools in Bombay State was given a step-motherly treatment and was completely unorganised until 1927. Its extent and quality depended upon the whims and interest of the head-masters. The Government did try to train teachers in physical education in 1913 and 1927, but in vain.

PHYSICAL EDUCATION BETWEEN 1927 and 1937:

In 1927, a committee was appointed under the Chairmanship of Shri K.M.Munshi, to advise the Government on the sad state of affairs of physical education. The committee had made some recommendations, but these were put in cold storage due to the shortage of finances. Thus, the report which was still-born, remained buried in a secretariate pigeon hole.

Until 1937, physical education meant only physical drill and was more or less dependent on individual institutions and authorities.

Uptill 1937, games and sports had no place in the programme of physical education.

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PHYSICAL EDUCATION FROM 1937 TO 1945:

When the congress came into power, Shri B.G. Kher, the Chief Minister and Minister for Education, moved the Government to appoint a committee under the Chairmanship of Swami Kuvalayananda to find out ways and means to improve physical education. The Government accepted and implemented some of the important recommendations of this committee, during the period 1937-45. The following are the salient features of the scheme of physical education introduced and expanded during that period:

(1) The constitution of a Physical Education Board.

(2) The appointment of 8 divisional inspectors for physical education.

(3) The training facilities:-

(i) One year course for graduate trainees.

(ii) Short term course of about 10 weeks for secondary teachers.

(iii) About 8 weeks course for drill instructors.

(iv) Two weeks course for Head Masters.

(4) Compulsory physical education in the schools

(5) Compulsory medical examination.

(6) Grants- recurring and non-recurring to the schools.

(7) Opening of 'Labour Welfare Centres'.

Thus, only after 1937, physical education was organised on proper lines. But due to the advent of the second world war, much attention was not paid to the promotion of physical education.

PHYSICAL EDUCATION FROM 1945-51:

The Government appointed a committee in 1945. After studying various aspects of physical education in different parts of the country, the committee made 104 recommendations. Most of the recommendations were implemented by the Government, during the period 1945-51. The main features of the development of physical education during the period are as follows:

(1) Ideal of world-citizenship.

(2) Appointment of the Board of Physical Education.

(3) Supervisory staff consisting of a state inspector with assistants, two in each district under him.

(4) A scheme of one year certificate course in physical education for matriculates.

(5) Recognition of private institutions for short-term courses for secondary schools.

(6) Institutions of short term courses for primary teachers.

(7) Examination for students in secondary schools.

But the state of physical education was not very satisfactory. So, in 1952, Government appointed a third committee under the Chairmanship of Swami Kuvalayananda and requested the committee to report on

(1) the conversion of the 'Training Institute, for Physical Education, Kandivali' into a 'National College for Physical Education and Recreation',

(2) the organisation of research in physical education, and

(3) the problem of recreation in general and training in leadership in particular.

The report of the committee has since been published and is under the consideration of Government.

In 1953, when late Shri Dinkarrao Desai was Education Minister, however, all Advisory Boards were abolished as a measure of economy. Since 1953, physical education is considered as an integral part of General Education and the Government has started giving maintz-
-enance grants to secondary schools for the development of physical education.

PHYSICAL EDUCATION IN THE STATE OF GUJARAT:

As stated earlier, the separate State of Gujarat was formed in the year 1960. It is inspiring to note that the Government of Gujarat is also as keen as the Bombay Government on development of physical education in the state. A post of 'State Inspector' for physical education has been created in the state. He is charged with promoting the physical education activities in the state. Further, a separate 'Directorate of Education' has been created in the state. Also, supervisors have been appointed to look after the activities of the N.D.S. and a battalian, 15th Circle.N.C.C., has been opened.

The State has also been celebrating sports and games meets for the last three years.

Again, the present emergency problems have given impetus to the physical education activities in the state such as N.C.C. training, rifle training, 'heavy vyayam' etc. Each and every school has to devote a minimum of one hour for physical training. In order to impart this training effectively, some schools work for two sessions i.e. in the morning and evening.

PHYSICAL EDUCATION IN KAIRA DISTRICT:

Physical education had been neglected during the British regime. Only out-door games were played for pleasure after school hours. This helped to deteriorate the physical standard of the people. National leaders were alarmed of this situation. Since 1912-15, Purani brothers- Late Shri Chhotubhai Purani and Ambubhai Purani - had been taking a keen interest in the promotion of physical education. Since then, the youths of Kaira District continued this activity for about 30 years with their help. These activities were undertaken after school hours for many years.

After independence, physical education is

considered as a part of the curriculum of schools and colleges.

Further, Government servants, trained at the Kandivali and Rajpipla colleges and inspectors also organise training classes for teachers in Government as well as local board schools.

GRANTS

Before independence, a special grant on physical education was paid to the non-Government secondary schools at the rate of 25% of the expenditure incurred by them on physical education. As grants, at the said rate, did not meet the requirements of the schools concerned, the Government in 1948 announced that they would pay physical education grant at 33.1/3% of both recurring and non-recurring admissible expenditure to non-Government secondary schools to enhance the status of physical education. But at present the Department does not give separate grant for physical education, but the grant at the rate of 45% of the total admissible expenditure- recurring and non-recurring- is paid to all the non-Government schools.

FACILITIES:

Due to the grant-in-aid code, the schools try to provide various implements, play-grounds and efficient personnel to promote physical education in the district. Almost all the schools have introduced uniforms.

WORKING HOURS:

It has been a usual practice in the schools to have a period of about half an hour for games. But according to the syllabus, prescribed by the Department, periods including games, apparatus work, exercises and mass-drill maintained in the time-table are five for the lower standards and four for the higher standards per week. Generally, mass-drill is performed for the whole school on Saturdays.

PHYSICAL AND RECREATIONAL ACTIVITIES:

Students of the secondary schools in the district participate in various physical activities and win prizes.

The Government organises 'Physical Education Days' for three days in December during which period students go in processions, shouting slogans in favour of physical education and have demonstration of

marching,drill, games etc.

Scouting has not been so popular in this district. Yet, it existed in the schools of the district in the first decade of 19th century.

In few schools, Government has arranged for military training. This training is imparted to about 33 selected students of Stds.IX, X and XI. But in 1953 , the Government of Bombay discontinued such training as a measure of economy, but Central Government has agreed to allow to continue such training at the cost of the school. The Charotar Education Society continued it at its cost. At present,this semi-military training is imparted in three schools in the district and there are 33 cadets in each section.

It was not possible to introduce Jr.N.C.C. training in all the schools as it involves more expenditure per student in relation to other activities. Thus, to get all the advantages of Jr. N.C.C. at a lesser cost, the A.C.C. has been introduced in most of the schools. Under this scheme, about 3900 students of 52 schools are under training.

The scheme of N.D.S. has been introduced in the year 1958-59 in three schools of the district. Within a short period, it has become so common that at present 14 schools with 3307 students are being benefited by it.

Further, excursions, exhibitions, campfires, first-aid, 'shrama-yagna' etc. are also arranged to promote physical education in the district.

MEDICAL EXAMINATION:

According to the recommendations of the committee 1937, all the students in the schools are medically examined once in a year and defects in respect of weight, height, chest, ear, eye, nose etc. are pointed out to the parents or guardians.

EXAMINATION:

To give the due weightage to physical education, examinations are held in physical education and the children's capabilities are evaluated on a 100 marks scheme.

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(B) VYAYAM SHALAS IN GUJARAT

By about 1880, four Akhadas were functioning at Baroda under the able guidance of Jumma Dada, a celebrated wrestler. After his death in 1904, Manek Rao, his chief apostle and also an expert wrestler and patriot took his place. He introduced a system of mass practice of vyayam. However, the activities of Jumma-Dada Vyayam shala were limited to Baroda city and to the classical vyayam only. The majority of the people did not care to look after their bodies.

Fortunately Gujarat had one person- Late Shri Chhotubhai Purani, who had a passion for physical education. Shri Aurobindo Ghose was a professor at Baroda College in 1905. He advised Chhotubhai Purani to start with Akhada activity and to train the youth of Gujarat for patriotic services. Under his able guidance, Laxminath Vyayam Shala was started in 1909 in Baroda by Shri Chhotubhai Purani. Shri Baburao Fansalker also played a very important role to popularise vyayam in Gujarat.

One more vyayam shala was started in 1913, on the lines of the Laxminath at Broach. But in the later half of the second decade of century and in the third decade, the vyayam movement spread over a large part of Gujarat. But, unfortunately for the movement in Gujarat, Shri Ambubhai Purani decided in 1924 to get away to the Aurobindo Ashram at Pondicherry. Gujarat lost in him an able and enthusiastic advocate of vyayam.

Between 1925 and 1936, the vyayam movement of Gujarat suffered a temporary set back due to the non-coperative movement started by Gandhiji. The arrest of vyayam workers and enthusiasts, and the encouragement given by native states and the British Government

to foreign games were responsible for that. Thus, during this period of about 12 years, even though the number of vyayam shalas went on increasing, they could not continue their original aims of guiding and inspiring youth. Yet, a new element also was introduced at this very stage- the element of harmony between vyayam and other sports and games. Certain features of the movement during these years are worth noting.

(1) A happy harmony of Indian and Western Physical Culture:

As early as 1926, the workers of the Gujarat Vyayam movement had turned their attention towards Western Athletics and sports. Shri Rawajibhai Chaturbhai Patel was the first of them to go to the Y.M.C.A. Physical Education College of Madras, and then Shri Chandulal Saraiya, Shri Harisingh Thakore and many others followed his example. Some other young men joined Shri Hanuman Vyayam Pracharak Mandal of Amaraoti. Thus, this new trend helped in broadening the scale of activities.

(2) The First Physical Education Conference:

At the instance of Shri Purani, the first All Gujarat Physical Education Conference (Gujarat Vyayam Parishad) was convened at Nadiad in 1928.

(3) Sports and Games Competitions:

Since 1925, sports and games competitions were held every year in the month of December. This activity had taken a regular form in Ahmedabad and Kaira Districts; and then spread all over Gujarat in the ensuing years. The workers of vyayam shalas worked as judges and umpires at such competitions.

(4) Summer Training Camps:

Shri Rawajibhai Patel, after returning from Madras, started conducting one month Summer Physical Training Camps during the summer vacations at the instance of Charotar Education Society of Anand and imparted theoratical and practical training of Indian as well as Western forms of physical education. The whole course was divided into four parts and a trainee was awarded the certificate

of 'Vyayam Visharada' at the completion of a four years' course.

Thus, inspite of various financial, social and political obstacles during the critical years from 1925 to 1936, the selfless devotion of the workers and lofty ideals of national uplift saved the movement and some new and beneficial elements also were added to it.

The Constitution of 1936 and later Developments:

All the vyayam shalas of Gujarat organised themselves into 'Gujarat Vyayam Pracharak Mandal' (now known as State Association for Physical Education and Recreation) in 1936 for the first time.

In 1937, the Municipality of Ahmedabad set up a school of physical education on the shore of Lake Kankaria at the instance of Shri Chhotubhai Purani to train teachers of physical education. This school conducted a one year Instructor's Certificate Course for matriculates, but the course had to be dropped in 1942 due to the freedom struggle started in the country. Yet the school still trains the physical education teachers of the Ahmedabad Municipal schools.

However, due to the non-co-operative movement, the activities of the Association became stagnant from 1942 to 1945. Since then, the Association has progressively conducted various activities.

1) A constitution,
2) Training camps,
3) State sports festival,
4) Physical fitness test and
5) College of physical education.

(1) A Constitution:

After the constitutional establishment in 1936, the Gujarat Vyayam Pracharak Mandal enjoys the affiliation of all the sports, games and vyayam institutions of Gujarat and is in turn, affiliated to the National Association for physical education.

(2) Training Camps:

Since 1936, the Association conducts 'Summer Training Camps' of one month for young men and women above 13 years of age. The whole course is divided into four parts and the degree 'Vyayam Visharada' is awarded at the end of four years.

Since 1953, fifteen days training camps for juniors are also started and have proved to be of vital constructive importance.

(3) State Festival of Sports:

The winners of district sports competitions meet at a state festival of sports every December or January. This festival is organised by the Gujarat Olympic Association. The Gujarat Olympic Association is directly affiliated to the National Olympic Association of India.

(4) Physical Fitness Test:

To encourage young boys and girls of 13years and above, to keep their bodies fit and strong, the Association has begun to conduct a 'Physical Fitness Test' since 1946. Different standards are set for boys and girls, and the successful candidates are awarded physical fitness certificates and medals.

(5) The College of Physical Education:

According to the scheme of the former Government of Bombay, the Gujarat Vyayam Pracharak Mandal is entrusted with the task of running Shri Chhotubhai

Purani College of Physical Education at Rajpipla, in the Broach District, since 1950. It provides for a one year certificate course in physical education. In 1959-60, a new diploma course for graduates was also added to the curriculum of the college.

Thus, we find that, since the setting up of the association in 1936, Vyayam and Sports and games have found a wide acceptance and support in Gujarat. Of course, it must be granted that somehow, the Vyayam shalas of old, hold no appeal to the present generation of Gujarat and they are constantly changing their forms into associations or committees or clubs of sports and games.

VYAYAM SHALAS IN KAIRA DISTRICT:

There are different opinions as to when and how the activities of gymnasium were started. One opinion is that the foundations of gymnasiums were laid in the year 1905 by the Petlad Boarding House. The main activity of this institution was to organise competitions in sports and games.

Another opinion is that an ascetic in Cambay had laid the foundations of gymnastic activities in

1905 and was known as 'Paramhansa Balvir Vyayam-shala' after his death.

But neither of the ~~x~~ opinion can be accepted for popularising gymnastic activities in Kaira District.

The vast expansion in the number of vyayam schools in Kaira District. is owed to Purani brothers.

In 1917, under the auspices of Gujarat Kelvami Mandal of Ahmedabad, Ambubhai Purani started his activities in gymnasium from Nadiad. With the help of youths, he established a gymnasium on 18-12-1917, in 'Hindu Anathashram' at Nadiad, which was named as 'Dalal Vithaldas Somchand Sarvajanik Vyayam Mandir,' after the name of a donor. Many youths had been trained by this gymnasium who had taken active part in national freedom and worked for the cause of gymnastic activities in Kaira District. Shri Rawajibhai Patel is one of them and he is still playing a predominant role in popularising this activity in this district.

ROLE OF CHAROTAR EDUCATION SOCIETY:

Charotar Education Society was established on 16th April 1916.

(A) Holika Festival:

From the year 1916, the Charotar Education society decided to spend Rs.175/- on physical education. In order to control the bad customs of the society on Holika-festival, the society started organising games and sports competitions among the students of the secondary schools of the district. In 1916-17, the first year, the number of participants was 857. Due to the lack of its own building and of interest and enthusiasm in a large number of villages, the society decided to help financially such village as would organise games and sports competitions for three consequent years during the Holi-festivals. This activity created interest in the youth and moulded their characters.

(B) Establishment of Vyayam Mandir:

In 1918-19, the Late Shri Motibhai Amin, founder of Charotar Education society

established a 'Vyayam Mandir' at Anand.

Also, gymnastic activities were made compulsory for the students of his school, which is known as D.N.High School at present.

(6) Charotar Vyayam Vir Sammelan:

Since 1920, the Charotar Education Society holds such games competitions to encourage gymnastic activities and to develop interest in games amongst the children of the district. But from 1920, the Charotar Education Society had organised it systematically. The winners at the competitions were awarded prizes and medals and the successful institutions were awarded shields. From 1936-37 Divisional Competitions were started i.e. the winners at the small divisions of Kaira District were encouraged to participate at the Central Competition of the Sammelan. After the establishment of Charotar Vyayam Mandal in 1940-41, it was organised by it. Girls participated in these competitions from 1928-29. But due to certain reasons, it was stopped for some years and again, in 1951-52, 233 girls from 13 institutions participated alongwith 785 boy participants from 37 institutions.

The competitions in swimming and volley-ball were started in 1927-28 and 1935-36 respectively. During these competitions recreational activities are also organised at night.

This important as well as interesting activity is still going on in the district and above 1000 participants- boys and girls- take advantage of it. Every year it is held in any of the villages in the district.

(D) Summer Vacation Camps:

After the training of the Y.M.C.A. of Madras, Shri Rawajibhai Patel joined as a volunteer the Charotar Education Society in 1926. With the co-ordination of the exercises of vyayam - shalas of Madras, Amaraoti and Purani brothers, he prepared a syllabus, named as 'Bodhak- Patrak' with the help of the co-workers of Nadiad for Vyayam, and it was published by Charotar Education Society in the year 1933. During the course of time, the syllabus has under-gone various changes.

According to this syllabus, Charotar Education Society organised first Summer Vacation Camp. in 1933-34, under the supervision of Shri Rawajibhai Patel. But from 1936, these classes were organised

by the 'Gujarat Vyayam Pracharak Mandal'.

In 1950-51, the Charotar Education Society conducted a one month 'Summer Vacation Course'. The course was recognised by the Gujarat Vyayam Pracharak Mandal. Since May 1951-52, the society accepted the entire responsibility of conducting 'Madhyastha Vyayam Classes' of four such summer courses.

Thus, the vyayam activities had started from the last 40-50 years in Kaira District, but it was systematically organised for the last 25-30 years. It has played an important role in moulding the physiques of the youth.

The establishment of Rifle Association, Home-guards and Village Defence Force in Kaira District is due to the enthusiasm, patriotism and the feeling of social services amongst the trainees of these vyayamshalas.

But at present the table has turned. The number of vyayam-shalas working regularly and satisfactorily is decreasing day by day and instead of them,

associations and clubs of sports and games are being formed more and more in number. But we hope that, as the pendulum finally settles in the middle of its range, the physical education in Kaira District also will have to strike a happy mean- where the classical vyayam and Western and Indian sports will find equal place in the curriculum of these vyayamshalss.

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CHAPTER IV

M E T H O D O L O G Y : : :

For the purpose of collecting data, generally two methods are adopted viz. the questionnaire method and the personal interview method. For the present study, both the methods have been ~~for~~ profitably used. For collecting data on the various aspects of physical education in secondary schools in the district, the questionnaire method has been followed; while in case of gymnasia the interview technique has been followed:

QUESTIONNAIRE METHOD:

Some research workers often use 'questionnaire' and 'schedule' indiscriminately although there is a

technical distinction between them. The term 'questionnaire' applies to a form distributed through the mail and filled out by the respondent without the assistance or supervision of the investigator; while a 'schedule' is a form filled out by the investigator or completed in his presence.

The questionnaire is a major instrument for data-gathering in descriptive-survey studies. It can be used to gather data from any range of territory — either national or international. Thus, it is useful in securing information from varied and widely scattered sources and particularly when one cannot see personally all of the people from whom one desires responses or there is no particular reason to see the respondent personally.

However, the questionnaire is not a quick and easy method of investigation, but slow and requiring more time on the part of the investigator. If it is incomplete or indefinite, it gives disappointing results. The defective questionnaire will affect not only the number of returns but also the accuracy of the findings.

SOME SUGGESTIONS FOR FRAMING GOOD QUESTIONS TO BE INCLUDED IN THE QUESTIONNAIRE:

(1) Use simple and familiar words.

(2) Make the questions as short as possible.

(3) Formulate the questions, yielding the exact information desired.

(4) Avoid "double -barreled" or multiple meaning questions.

(5) Avoid ambiguous questions.

(6) Avoid leading-suggestive questions.

(7) Avoid "danger words", stereotypes, catch words and words with emotional connotations or vague meanings.

(8) Avoid the use of phrases which challange the prestige of the respondent.

(9) Allow for all possible responses, i.e. Yes, No, Doubtful, etc.

(10) Include few questions that serve as checks on the accuracy and consistency of the questions as a whole.

(11) Use real alternatives in multiple choice questions.

(12) When a long check-list is used, either use a card for questions or see that the items are related on the different runs of the questionnaire.

(13) Keep to a minimum amount of writing in the question-naire.

In short, it is quite impossible to prepare a set of excellent questions without serious library reading, much discussions of the problems with colleagues and

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considerable experience with the subject matter. A pretest is advisable to check the errors and promote high reliability and validity.

COLLECTION OF DATA

The questions pertaining to the subject of this survey were framed, arranged and revised according to the principles and suggestions discussed above. In the questionnaire, the questions on the following aspects of physical education in secondary schools are included viz.

(1) Organisation and Administration ,

(2) Playgrounds and Equipments ,

(3) Physical and Recreational Activities,

(4) Finance

The final form of the questionnaire which is in vernacular language, is attached in Appendix A.

After framing the questionnaire, the copies of it were forwarded to all 131 Secondary Schools in the district of Kaira and follow-up work was done. However, 67 schools (i.e. 51%) responded which can be considered as a fairly good return. The following table shows the number of schools which responded to the questionnaire.

Table No.1.

TABLE SHOWING THE EXTENT OF THE RESPONSE TO THE QUESTIONNAIRE FROM EACH TALUKA OF THE KAIRA DISTRICT:

Name of the Taluka	Number of Schools
Anand	10
Nadiad	10
Petlad	10
Cambay	5
Borsad	12
Thasra	6
Balasinor	3
Kapadwanj	3
Mehemdabad	3
Matar	5
	Total= 67

INTERVIEW:

It is a major tool for collecting data and has many advantages. The interview permits an exchange of ideas and information and is not a one-way-traffic.

INTERVIEW TECHNIQUE:

A skilled investigator adopts his own approaches. Interviewing is an art that requires appropriate training, much experience and an adequate knowledge of the literature available on the subject under study.

It discusses the questionnaire in the preceding section, major emphasis was given to the importance of careful planning of questions. The preparation of questions for the interview is an equally painstaking task. The interview should be pleasant and to some

extent informal. However, it is not just a pleasant meeting or a haphazard series of questions and answers. A thread of questions asked by the investigator should provide him the answers he is seeking, without any gaps and doubtful interpretation. As a rule, the investigator has a set of carefully prepared questions to be introduced into the conversation at proper times, although he may vary these questions to adopt to individual circumstances. To avoid a meaningless or miscellaneous array of material after the interview, a definite planning is necessary in advance.

SOME SUGGESTIONS REGARDING THE QUESTIONS:

(1) The questions should be in a sequence planned before.
(2) Ask each and every question and get specific answers.
(3) The phraseology of the questions should be changed according to the specified instructions.
(4) When a shift of subject occurs in the series of questions, it is necessary to change the 'set up' of the respondent by using an introductory phrase.
(5) The investigator should ask questions in a conversational manner, thus creating an informal atmosphere rather than a test situation. The person interviewed should not be required to waste any of his time waiting between questions.

INSTRUCTIONS ON THE MANNER OF SPEAKING:

(1) Emphasise a word or words so that the respondent may know what is wanted of him.

(2) Pause at certain points when reading a long or difficult question.

(3)Repeat certain words or phrases to emphasise or clarify the idea of the question.

(4) Pronounce unusual words correctly.

(5) Present all the questions in a slow, distinct and clear voice.

RECORDING THE INFORMATION:

The information given by the person interviewed may be complete and correct, but if no record of the information is properly made, it will not be easy to use it later when required. Hence, the information given by the interviewee should be recorded.

COLLECTION OF DATA:

Keeping in mind the suggestions discussed above, in the interview the questions were asked on the following points:-

(1) Total number of participants in gymnastic activities.

(2) The number of physical instructors, their professional qualifications, pay scale, etc.

(3) Buildings and playgrounds.

(4) Types of activities.

(5) Facilities.

(6) Finance, etd.

The following persons were interviewed - Physical Instructors in Gymnasia, members of the managing bodies and the A.D.F.I. for Physical Education.

The investigator also had opportunities of talking to and collecting information from various people interested in gymnastic activities.

ANALYSIS OF DATA

The data of the various aspects thus collected through the questionnaire and the interview are analysed and interpreted in the chapters that follow.

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CHAPTER- V

ORGANISATION AND ADMINISTRATION OF PHYSICAL EDUCATION IN KAIRA DISTRICT

Under organisation and administration, the following points are taken into consideration for study:

(1) Total number of students and teachers.

(2) Teachers of physical education:
- their professional qualifications, training, work-load etc.

(3) Distribution of periods for physical education.

(4) Syllabus of physical education.

(5) Examination of physical education.

(6) Medical Examination.

(7) Inspection of physical education, etc.

TOTAL NUMBER OF STUDENTS AND TEACHERS:

No. of Boys and Girls:

The increase in the number of boys and girls from the year 1958-59 to 1960-61 is shown in the following table .

Table No.2

TABLE SHOWING THE NUMBER OF BOYS AND GIRLS DURING THE YEARS 1958-59 AND 1960-61.

YEAR	No. of Boys	No.of Girls	Total No. of Students	Increase in the percentage of the Boys	Increase in the percentage of the Girls	Percentage increase in Total
1958-59	16437	3962	20399	-	-	-
1959-60	17485	5100	22585	5.76	28.72	10.71
1960-61	20809	6257	27066	26.59	57.92	32.68

The study of the above table shows that there is a continuous increase in the number of boys and girls during the years 1958-59, 1959-60 and 1960-61.

The number of girls rose from about 29% to 58% and that of the boys rose from about 6% to 27%. The increase in number of girls, joining schools, is more (almost double) than that of the boys. The tremendous increase in number of girls shows that the social trend about girls' education is changing rapidly.

No. of Male and Female Teachers:

Information was also collected about the number of teachers - both male and female. The following table shows the number of male and female teachers in the secondary schools, during the years 1958-59, 1959-60 and 1960-61.

Table No. 3

TABLE SHOWING THE INCREASE IN THE NUMBER OF MALE AND FEMALE TEACHERS FROM THE YEAR 1958-59 TO 1960-61.

YEAR	No. of Male Teachers	No. of Female Teachers	Total No.of Teachers	Increase in the percentage of Male Teachers	Increase in the percentage of Female Teachers	Percentage increase in Total
1958-59	741	66	807	-	-	-
1959-60	831	81	912	12.13	22.72	13.01
1960-61	914	120	1034	23.34	81.82	28.12

The study of the above table indicates that there is a continuous increase of male as well as female teachers. The number of female teachers in the year 1959-60 rose from 66 to 81 i.e. an increase of about 23% and in the year 1960-61 an increase of about 82%. In case of male teachers the increase in the year 1959-60 is 12% and in the year 1960-61, it is 23%. This shows that the increase in the number of female teachers is higher than that of the male teachers. There is a steep rise in the number of female teachers.

Pupil-Teacher Ratio:

The following table shows the average number of the students per teacher from the year 1958-59 to 1960-61.

Table No. 4

TABLE SHOWING THE PUPIL-TEACHER RATIO

YEAR	No. of Students	No. of Teachers	No. of Students per Teacher
1958-59	20148	790	26
1959-60	22313	895	25
1960-61	26824	1017	26

Thus, it is observed that the number of students per teacher remains more or less the same. This can be attributed to the fact that the increase in the number of students and the increase in the number of teachers go hand in hand. And hence, the number of students per teacher, practically, remains constant.

TEACHERS OF PHYSICAL EDUCATION:

Professional Qualifications:

Detailed information was collected on the

number of trained teachers- male and female- for each year separately. The following table shows the number of trained male and female teachers during the years 1958-59 and 1960-61.

Table No.5

TABLE SHOWING THE NUMBER OF MALE AND FEMALE TEACHERS AND THEIR PROFESSIONAL QUALIFICATIONS

Different categories of Physical Education Teachers	No. of Male Teachers			No.of Female Teachers		
	1958-59	1959-60	1960-61	1958-59	1959-60	1960-61
D.P. Ed.	12	12	13	-	-	-
C.P.Ed.	60	69	79	-	1	4
Vyayam-Visharad	17	19	20	-	-	-
Drill Teachers	11	10	6	-	-	1
Scounting- Trained	40	47	57	3	3	7
A.C.C.- Trained	56	60	65	2	1	2
N.C.C.- Trained	4	7	7	-	-	-
N.D.S.- Trained	1	9	16	-	1	1
Total =	201	233	263	5	6	15

As regards D.P.Ed. trained teachers, there has been only one addition to the number during the year 1960-61; whereas with regard to the increase in the number of C.P.Ed. teachers, there has been a considerable increase from year to year. There is an increase of 3 C.P.Ed. trained female teachers in the year 1960-61. As regards trained Vyayam-Visharad teachers, there is a slow increase in their number each year. In case of drill-teachers, the picture is quite reverse. There is a decrease in the number of drill-teachers every year. However, there is one female drill-teacher appointed in one of the schools during the year 1960-61. The number of scout-trained teachers has increased considerably. The total increase in the number of scout-trained female teachers, in 1960-61, is more than double of each of the years 1958-59 and 1959-60. The number of A.C.C. trained teachers also shows an upward trend. It is observed from the above table that the number of N.C.C. trained teachers is comparatively small. There is not a single female trained teacher in N.C.C. So far as N.D.S. training is concerned, it seems that the number of N.D.S. instructors increases gradually. As regards female

trained teachers it can be said that the position is not quite satisfactory, as trained female N.D.S. instructors are negligible in number.

Further, it is observed that there are only 201 trained male teachers during the year 1958-59, and the number has increased to 233 during the year 1959-60 and to 263 during the year 1960-61. Thus, there has been an increase of 16% and 31% during the years 1959-60 and 1960-61 respectively. Data, collected during the course of this study, shows that there has been an increase of only one trained female teacher during the year 1959-60. This indicates that there has been a considerable increase in the number of trained female teachers during the year 1960-61.

However, the total increase in number of trained teachers does not give a very happy picture. This fact has been represented by a bar graph on page No. 69 A.

Pupil and Trained Teacher Ratio:

The following table shows the ratio of the students per trained teacher.

The Graph showing the no. and type of Trained Teachers in P.E.

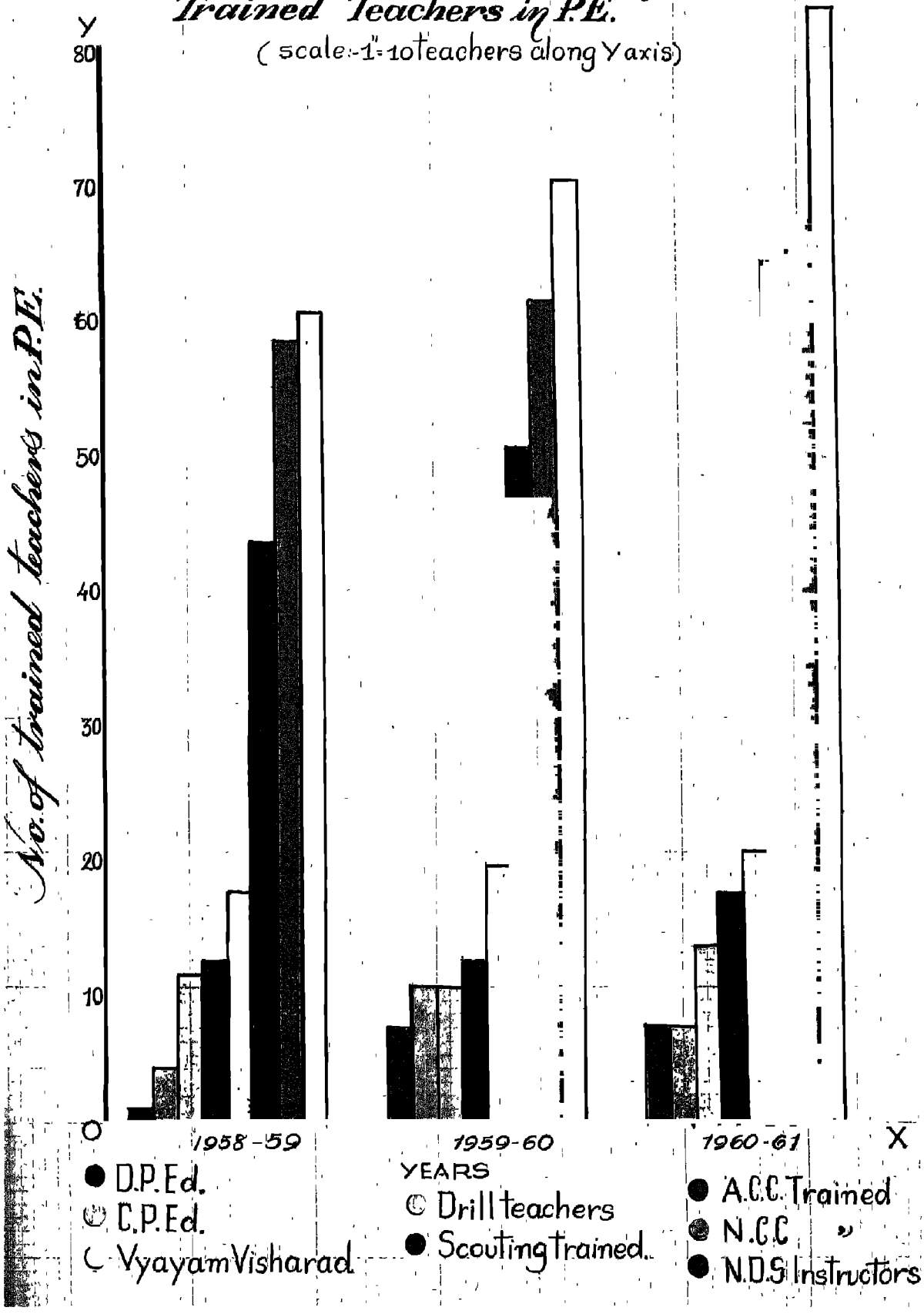


Table No.6

TABLE SHOWING THE NUMBER OF BOYS PER TRAINED MALE TEACHER, THE NUMBER OF GIRLS PER TRAINED FEMALE TEACHER AND THE NUMBER OF STUDENTS (BOYS AND GIRLS) PER TRAINED TEACHER

YEAR	No. of Boys	No.of trained Male-Teach-ers	No.of Boys, per trainéd Male-Teacher.	No.of Girls	No.of trained Female Teach-ers.	No.of Girls per trained Female Teach-er	Total No.of stude-nts	Total No.of trained Teach-ers.	No. of students per trained Teacher
1958-59	16437	201	81	3962	5	792	20399	206	99
1959-60	17485	233	75	5100	6	850	22585	239	94
1960-61	20809	263	79	6257	15	417	27066	280	97

From the above table, it is observed that during the year 1958-59, there are 81 boys per trained male teacher. However, during the year 1959-60, there is a slight decline in the number of boys per trained male teacher; whereas there is an increase in the number of girls per trained female teacher. In the year 1960-61, there is again an increase in the number of boys per trained male teacher. The number of girls per trained female teacher has decreased by less than half during the year 1960-61, which may be attributed to the increase, in the number of trained female teachers. Looking to the last column of the table, it is seen that the number of students per trained teacher remains practically the same.

Referring to Table No.4 and Table No.6, it is seen that the teacher-pupil ratio as a whole is 1:26 and in case of physically trained teachers the ratio is 1:96 approximately.

But the Education Department has fixed a proportion of one D.P.Ed. and two C.P.Eds. to 250 students. So, the ratio is approximately 1:83.

Thus, the present position of the number of

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teachers, trained in physical education is not satisfactory. The pupil-teacher ratio obtained here is beyond the fixed-limit.

Also, the percentage of teachers in physical education is given in the Table No.7.

It is interesting to note that the percentage of trained male teachers for physical education is practically constant throughout the period 1958-59 to 1960-61. Again, it is seen that about one fourth of the total number of teachers are devoted to physical education. In case of female teachers for physical education,no general conclusion can be drawn as the number is meagre.

This data is also represented graphically so as to make it more comprehensive and meaningful on page No.73A.

Training of the Teachers:

Generally, the school send the teachers for training in physical education with certain conditions such as:-

Signing a bond, on the part of the teacher to serve the school for a certain number of years; granting leave without pay- with full pay- with half pay; offering a stipend during the course of training. In this connection, the findings are given in the

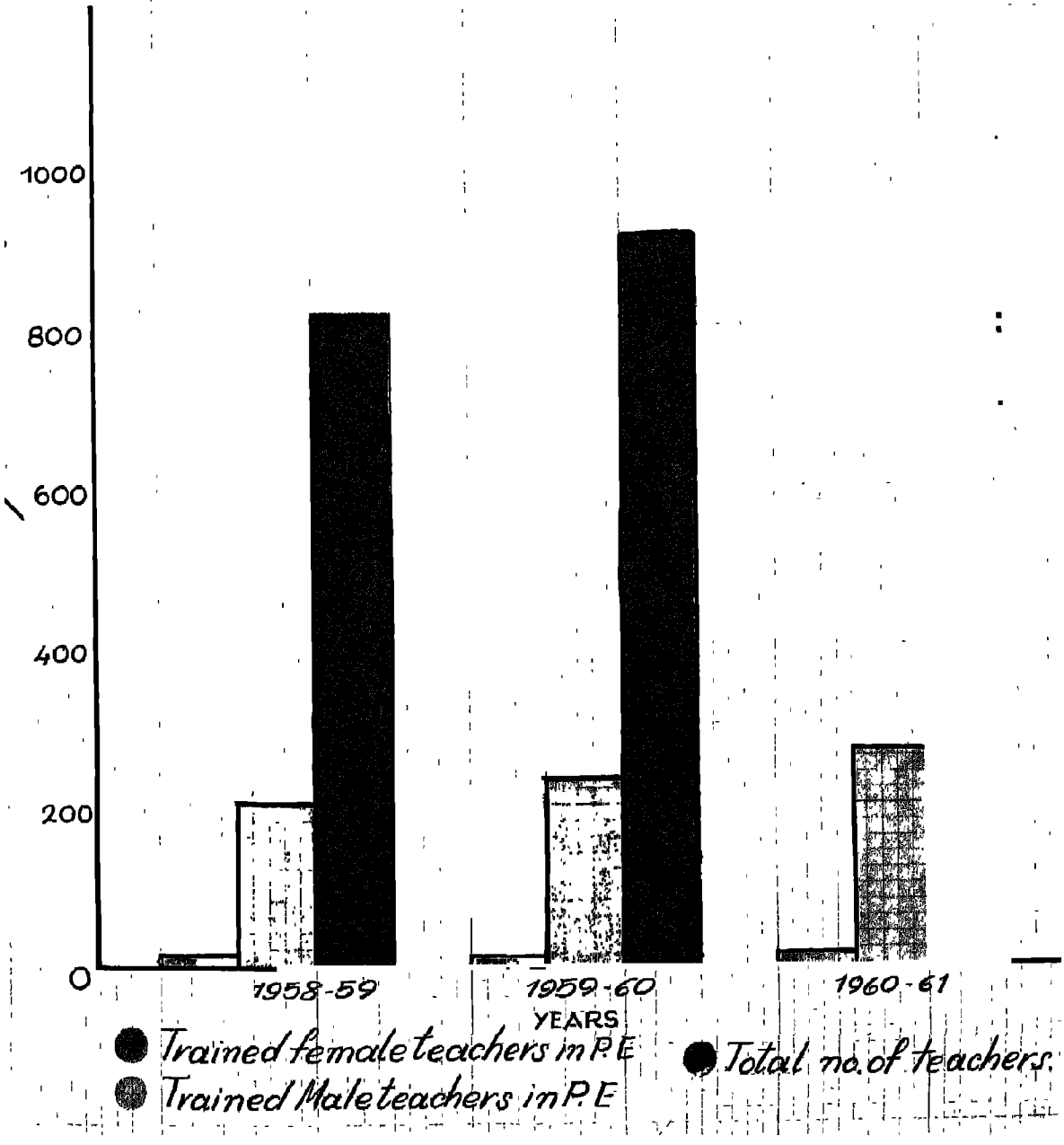
Table No.7

TABLE SHOWING THE PERCENTAGE OF TEACHERS FOR PHYSICAL EDUCATION.

YEAR	No.of Total Male Teachers	No.of trained Male Teachers for P.E.	Percentage	No.of Total Female Teach-ers	No.of trained Female Teach-ers for P.E.	percen-tage	No.of Total Teach--ers	No.of Total trai-ned Teach ers for P.E.	Per-cen-tage
1958-59	741	201	27.35	66	5	9.09	807	206	26.07
1959-60	831	233	28.24	81	6	8.57	912	239	26.70
1960-61	914	263	28.94	120	15	13.76	1034	280	27.53

The graph showing the relation of the No. of P.E. teachers to Total No. of Teachers

Scale - 1" = 200 teachers along Y axis.



paragraphs that follow.

While analysing the questionnaire, it is observed that out of 67 schools, 27 schools (i.e. 40%) depute teachers for training with full pay and binding them to serve the school for a certain number of years. The period, binding the teacher to serve the schools, varies from school to school, the range being from two to five years. Two schools have stated that they depute the teachers for training in physical education without any conditions.

Further, it is observed that three schools are willing to depute the teachers for training at their own cost, but the teachers do not accept for one reason or the another.

The remaining 37 schools (i.e.55%)- mostly rural- do not think of deputing the teachers for training at their own cost for they may be economically handicapped.

This indicates that quite a good number of schools depute the teachers for training in physical education under certain conditions.

Moreover, information is collected regarding the

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continuity of service in institutions of teachers who were deputed for training. Out of 27 schools, 21 schools (i.e. 78%) state that the teachers deputed for training are still working in their institutions. In case of the remaining 6 schools, it is stated that the teachers from 4 schools have left the schools for further studies and in case of 2, the teachers left the schools because they are offered higher scales elsewhere.

This reveals that quite a good number of teachers stick to their own institutions after training, and hence leaving the school after being trained appears to be a rare phenomena.

Simultaneously, it is observed that few teachers after training leave the school for one reason or another. In order to avoid this, the heads of the schools have made various suggestions.

Out of 67 schools, the heads of 40 schools (i.e. 60%) suggest that a higher pay scale should be given to such trained and qualified teachers. Some schools suggest that they should be given more periods of academic subjects. Few schools believe that they should be given equal status. Some schools are of

the opinion that they should be given facilities and equipments, sufficient to carry out their duties with satisfaction.

Thus, the heads of the schools put emphasis on higher pay scale, facilities and status of the teachers to make them stable on the school-staff.

Work-load of the Teachers for Physical Education:

While considering physical education, it is quite justified to find out the work-load of the teachers, trained in physical education.

The information relating to the number of periods for physical education, games and other academic subjects, assigned to the teachers, trained in physical education, per week, is tabulated in Table No.8.

From the Table No. 8, it is seen that the teachers, trained in physical education are allotted more periods for academic subjects than for physical education and games.

As far as the teachers, trained in scouting are concerned, out of 55, 35 teachers (i.e. 64%) have not been allotted a single period either for physical

Table No.8

TABLE SHOWING THE NUMBER OF PERIODS, FOR PHYSICAL EDUCATION, GAMES AND OTHER ACADEMIC SUBJECTS, ASSIGNED TO THE TEACHERS FOR P.E. PER WEEK

Teachers trained in Physical Education.	No. of trained Teachers in P.E.	No.of periods for physical Education.	Average No.of periods for Physical Ed.	No. of periods for Games.	Average No.of periods for Games.	No.of periods for other Academic subjects.	Average No.of periods for Academic Subjects.	Total No. of Periods.	Average No.of Total Periods.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
D.P.Ed.	10	39	4	25	2	289	29	353	35
C.P.Ed.	75	636	8	235	3	1620	22	2491	33
Vyayam-Visharad	18	56	3	37	2	512	29	605	34
Drill-Teacher	5	11	2	16	3	146	30	173	35
Trained in Scouting	55	23	1	29	1	1931	35	1983	36
Trained in A.C.C.	60	216	4	129	2	1658	27	2003	33
Trained in N.C.C.	5	8	2	10	2	135	27	153	31
Trained in N.D.S.	14	208	15	168	12	41	3	417	30
Total No. of Periods	228	989	-	481	-	6291	-	7761	-
Percentage	-	13%	-	6%	-	81%	-	100%	

education or for games. The remaining 36% of the teachers trained in scouting are allotted one period for physical education and one period for games per week.

The scout-teachers are expected to know at least the minor games. Hence, it would be advantageous and economical to utilise their services at least for organising games periods, as can be calculated from table No.8, 64% of the Scout-teachers are not assigned games periods.

As N.D.S. Instructors are not supposed to teach academic subjects, excepting their periods, the percentages of the total periods for physical education, games and other academic subjects allotted to the remaining physical education teachers are 13%, 6% and 81% respectively.

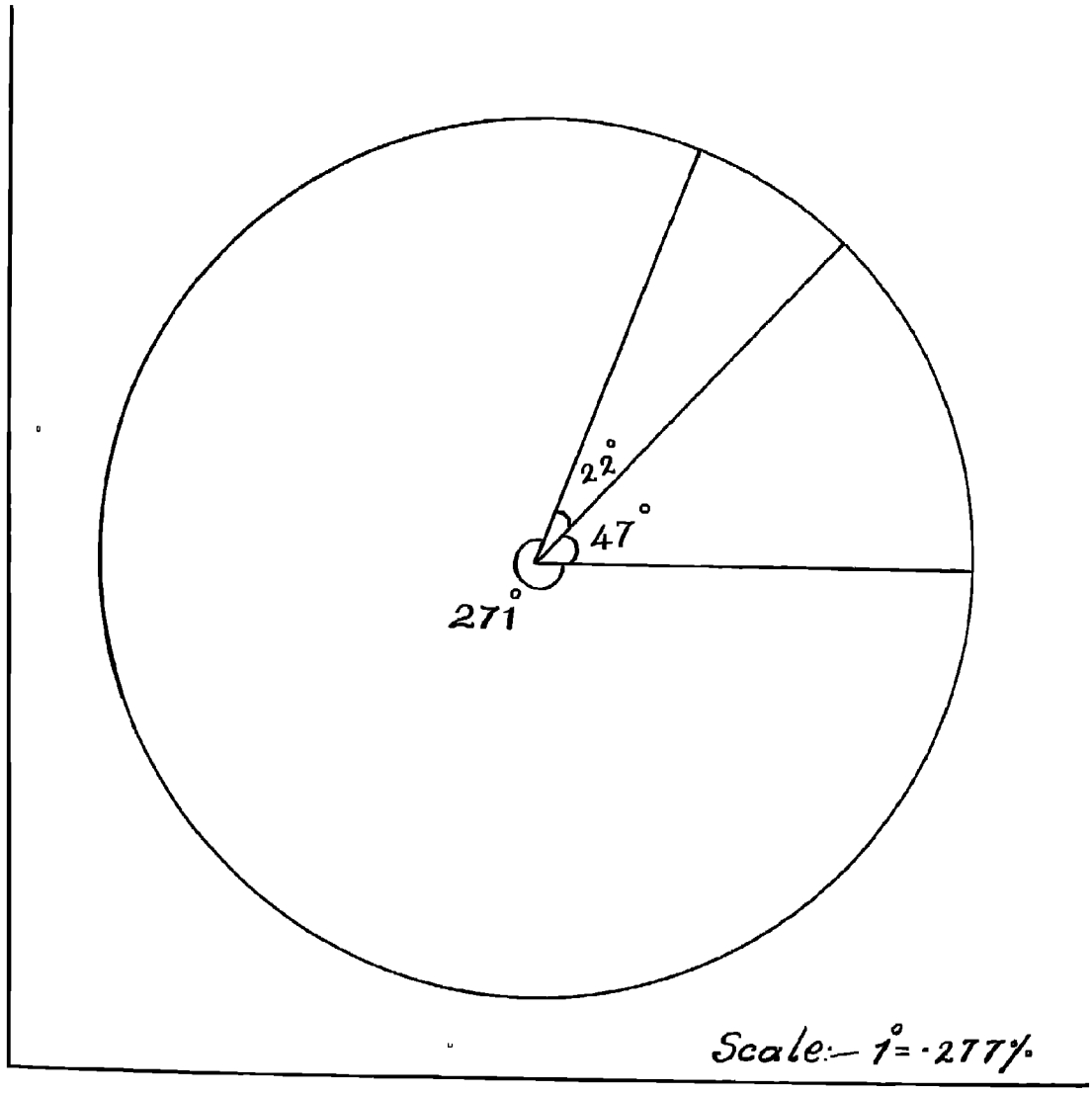
This indicates that the physical education teachers are allotted more periods for academic subjects in comparision to those for physical education and games. But the services of the physical education teachers can be utilized profitably by assigning more periods for physical education instead of for academic subjects.

The pictorial treatment of the numerical data often helps to translate numerical facts- often abstract and difficult of interpretation into more concrete and understandable form. For this reason, the number of periods allotted to P.E. teachers per week is represented by a diagram on page No. 79 A.

It is satisfactory to note that out of 67 schools, only in 10 schools (i.e. 15%), the teachers trained in physical education work as scouters or guiders. It means that nearly 85% of the schools do not put additional duties as scouters or guiders on their physical training instructors. It may be due to the economic policy of the schools, backwardness of the areas where the schools are situated (in the sense that a very small number of students joining the scouts in rural areas) which forces the heads of some of the institutions to engage the teachers trained in physical education for the purpose of scouting, though scouting does not come within the scope of their training.

It is also observed that in 34 schools (i.e. 50%), games are played after the school time under the control of physical education teachers. This shows that the physical education

The graph showing the perentage of periods, assigned to P.E. teachers per week.



- Games
- Physical Education.
- Academic Subjects.

teachers have an extra load of work.

DISTRIBUTION OF THE PERIODS FOR PHYSICAL EDUCATION:

The Table No.9 shows the distribution of the periods of physical education in different standards per school in a week.

The Table No.9 shows that five periods per week are allotted for physical education in the classes from V to VII; whereas four periods are allotted for the classes from VIII to X. Looking to the distribution of periods, two periods per week are kept for games in almost all the classes. As regards the apparatus activities, the periods go on decreasing from two to one. This indicates that more weightage is given to games. In almost all the schools one period per week is reserved for mass drill.

Thus, the total number of periods allotted for physical education shows that almost all the schools are following the instructions of the Department of Education i.e. 4 periods from standard V to VII and 5 periods from standard VIII to X.

Table No.9

TABLE SHOWING THE DISTRIBUTION OF PERIODS OF PHYSICAL EDUCATION IN DIFFERENT STANDARDS PER SCHOOL IN A WEEK

No.of Schools	Stds.	Total Number of Periods				Average Number of Periods			
		Apparatus work	Drill	Games	Total	Apparatus work	Drill	Games	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
26	V	50	27	52	129	2	1	2	5
31	VI	60	32	62	154	2	1	2	5
33	VII	65	34	66	165	2	1	2	5
50	VIII	61	52	100	213	1	1	2	4
51	IX	60	50	100	210	1	1	2	4
46	X	49	44	92	185	1	1	2	4

Apparatus Work:

The preference, given to the apparatus work in different standards varies from school to school. The Table No.10, shows the number of schools using different types of apparatus in different standards.

From the Table No.10, it is seen that Dumb-bells are used by the schools, mostly from standard V to VII, while Indian-clubs are in practice generally from standard VII to X. But the Wands are preferred by a large number of schools from standard VII to IX. Lastly, the Lezim and Lathi are utilised by the students of standards VIII, IX and X in the majority of the schools.

The variations may be due to their a situations, lack of experts, insufficient material etc. Inspite of the variations, in the allocation of different types of apparatus work, it is worthwhile to note that most of the schools follow the apparatus work prescribed in the syllabus. Looking to this prescribed syllabus, almost, all the schools give more emphasis to use Dumb-bells, Wands and Indian-clubs at the lower secondary stage, they pay more attention to Lezim, Lathi and Indian-clubs.

Table No.10

TABLE SHOWING THE NUMBER OF SCHOOLS, USING DIFFERENT KINDS OF APPARATUS, IN DIFFERENT STANDARDS.

Apparatus	STANDARDS					
	V	VI	VII	VIII	IX	X
Dumb - bells	37	37	22	19	10	5
Indian Clubs	5	8	24	41	34	30
Wands	11	19	35	49	27	16
Lezim	8	17	24	51	60	49
Lathi	-	3	4	30	46	51

Mass-Drill:

The duration of mass-drill period varies from school to school. The following table shows the duration of periods and the number of schools.

Table No.11

TABLE SHOWING THE DURATION OF PERIOD AND NUMBER OF SCHOOLS:

Duration of period in minutes	No. of schools
20	2
30	13
35	23
40	14
45	11
60	4
Total =	67

The average time devoted to mass-drill is 37.76 minutes. About 22% of the schools devote less than 35 minutes to mass-drill where-as the same percentage (i.e. 22%) of the schools devote more than 40 minutes. The remaining schools i.e. about 56% devote 35 to 40 minutes for mass-drill.

Thus, the majority of the schools devote an equal amount of time to physical activity when compared to that devoted in the teaching of academic subjects.

Mass-drill activity is carried on with the use of a band in 50 schools (i.e. 75%); whereas 17 schools (i.e. 25%) have not fulfilled this requirement.

Generally, this mass-drill activity is compulsory for all the pupils of the school. But here it may be observed that 30 schools (i.e. 45%) out of 67 have exempted the students of S.S.C. class from this activity.

It is difficult for one teacher to control all the students of a school on the play-ground without the help of other teachers. In 59 schools (i.e.88%) out of 67 schools, other teachers help the physical education teacher in conducting the mass-drill.

From this, it is evident that the time allotted to this period and the way in which it is organised is satisfactory.

Sports and Games:

Generally speaking, the educational authorities

and the parents recognize, although in widely differing degree, that training in sport forms an integral part of education, equally as intellectual training. Thus, sports and games are considered as essential functions of school education.

It is observed from Table No.9, that in the scholastic instituions, sports activities are carried on in accordance with a fixed time-table. Two periods are allotted for these activities from Std. V to X.

Thus, it goes without saying that sports activities are included under the head of physical education. It is very interesting to note that more and more weightage is given to these activities.

Further, it is found that out of 67 schools, 7 schools have only Stds. VIII, IX and X. Out of the remaining 60 schools, 50 schools (i.e. 83%) arrange separate games for students of lower and higher classes.

Also, it is seen that out of 67 schools, 59 schools (i.e. 88%) arrange sports standard-wise. Thus, it is reported that instead of age-wise arrangement for sports, most of the schools prefer the easy method of standard-wise arrangement.

In addition, it is observed that out of 67 schools, only 14 schools (i.e. 21%) maintain a daily period for games for all the standards. Among these 14 schools, 9 schools devote the last period; while 5 schools devote the last two periods, consisting of 30 to 35 minutes each for these activities. It seems that the majority of schools (i.e. 79%) do not give due importance to these games.

It is also found that out of 67 schools, 51 schools (i.e.76%) arrange the period for academic subjects after the period for games. This is unpsychological.

It is fairly good to note that out of 67 schools, 29 schools (i.e. 43%) utilise the free periods for games. It is no doubt a very wise use of free periods, if the free periods fall in the evening time.

It is also reported that out of 67 schools, 49 schools (i.e. 73%) appoint the teachers, trained in physical education for games. But looking at Table No.8, it is seen that the trained teachers are allotted more and more periods for academic subjects. So, it reveals the fact that though the trained teachers for physical education are allotted the

periods for games in these 49 schools, the number of periods for games, allotted to them are less. So, the present situation does not give a happy picture.

Now-a-days, there is a crying need for preparing student-leaders in order to lessen the heavy work-load of the teachers for physical education and to reduce the economic deficit. It is reported that out of 67 schools, 32 schools (i.e. 48%) give special training to student leaders.

Out of these 32 schools, 2 schools give training before the school-time, 17 schools during the school-time, 11 schools after the school time and 2 schools on Saturdays and Sundays. But out of the remaining 35 schools (i.e. 52%), 10 schools coach during Diwali vacation, 14 schools during the Summer vacation, 6 schools during coaching camps and the other 5 schools when they find suitable circumstances.

Thus, regular training to student leaders is given in few schools. This may be due to economic problems or lack of interest. Whatever it be, this cannot be taken as a satisfactory state of affairs.

As has been seen before, the (work-load) of the

physical education teacher) 50% of the teachers for physical education are assigned overtime duty of undertaking the work of games after school time. But out of 67 schools, in 24 schools (i.e. 36%), these activities are under the control of student leaders; whereas in only 9 schools (i.e. 14%), these activities are under the guidance of experts in this field.

Thus, it is evident from the data that these games are mostly under the control of student-leaders or tea-chers for physical education, who are already tired with school work.

To improve the standards of games, arrangement for special coaching is necessary. It is reported that out of 67 schools, 42 schools (i.e. 63%) arrange for special coaching to the students, selected for games. Out of these 42 schools, the coaching for games is done by the teachers for physical education in 32 schools (i.e. 76%); and in the remaining 24% of schools, the coaching is given by experts.

Out of these 42 schools, only 5 schools (i.e. 12%) give this coaching in games during the vacation. Out of the remaining 37 schools (i.e. 88%),

11 schools (i.e. 30%) give coaching during the school-time, 20 schools (i.e. 54%) after school time; while 6 schools (i.e. 16%) on Saturdays and Sundays.

However, of the above mentioned 5 schools, 2 schools coach their students during Diwali vacation and 3 schools during Summer Vacation.

This reveals that a fairly good number of schools try to coach the students to improve the standard of games.

It is reported that in all the 42 schools, the persons who coach for games are not given any kind of extra remuneration. Due to the absence of this most effective incentive, the coach at times loses interest. So, instead of bettering the standard of games, there is a deterioration.

To maintain a special peon to carry out the games activities smoothly, is the first requirement for the schools. But out of 67 schools, 62 schools (i.e.93%) do not maintain such peons for games, owing to one reason or another.

As the number of girls are increasing day by day, it is wise to arrange separate games for them,

instead of exempting them from games.

Out of 67 schools, two schools are purely Boys' High Schools and two schools are purely Girls' High Schools. Therefore, out of the remaining 63 schools, it is seen that 48 schools (i.e. 76%) do not maintain separate classes for girls. Thus, since the number of girls has increased, provision for separate periods for girls is a necessity.

SYLLABUS OF PHYSICAL EDUCATION:

The Department of Education has prescribed a detailed syllabus of physical education for secondary schools.

It is observed that this syllabus is followed by 62 schools (i.e. 93%); while 5 schools (i.e. 7%) follow a modified syllabus. It means that out of 67 schools, 62 schools have implemented the syllabus standard-wise; while 5 schools follow the syllabus age-wise. Though 62 schools follow the syllabus standard-wise, 29 schools (i.e. 47%) report that the present syllabus is not sufficient.

It is also observed that out of 67 schools, in

62 schools (i.e. 93%) physical education does not come into conflict with the activities of the N.D.S., the A.C.C., the Scouting and the Jr. N.C.C. It seems that all these extra activities are complementary to physical education.

Yet, it is seen that certain activities of the N.D.S. are repeated in the activities of physical education. Out of 67 schools, 14 schools (i.e. 21%) are of this opinion. Thus, the introduction of the N.D.S. activity in the schools appeals to modify the present syllabus, prescribed by the Government so that there may be no repetition of certain activities.

EXAMINATION OF PHYSICAL EDUCATION:

It is said that'Examination is a necessary evil'. It is very essential to measure what the teacher has taught and how far it is grasped by the students.

Like other subjects, examination for physical education is also made compulsory by the Department. But in the method of conducting the examination, the schools differ. Out of 67 schools, 62 schools (i.e. 93%) undertake examination for physical education once a year, while the remaining 7% of the schools conduct

such examination twice a year. Thus, from the point of view of examination, same weightage is given to physical education as any academic subject.

So, almost all the schools viz. out of 67 schools, 66 schools (i.e. 99%) pay attention to the performance of the students at the time of examination. Only one school takes note of the performance of the boys during the year.

Though the same importance is given to physical education most of the students have no interest in physical education. Some students run away from the school when the period for physical education is held. In order to avoid this, some schools assign marks for regular attendance of the students. It is found that out of 67 schools, 63 schools (i.e. 94%) assign marks for regular attendance.

But all the 67 schools have unanimously assigned 100 marks for the purpose of annual examination of physical education. The minimum marks, required for passing the examination in physical education, is 50. Thus, all the schools follow the rules of examination laid down by the Department of Education.

But it is found that out of 67 schools, 52 schools (i.e. 78%) take into consideration the results of this examination for the purposes of promotion. Thus, the teachers, head masters and the Department are paying more and more attention to physical education.

It is also seen that out of 44 schools, having the A.C.C., only 12 schools (i.e. 27%) consider the cases of the A.C.C. cadets for the purposes of promotion. Thus, a vast majority of schools (i.e.73%) do not give importance to this activity at the time of promotion.

As regards the Jr.N.C.C., all the three schools have reported that they consider the cases of the N.C.C. cadets for the purposes of promotion. Thus, the schools are giving more and more weightage upon this military training.

MEDICAL EXAMINATION:

Generally, a large majority of the schools in India cannot afford to maintain a special medical officer. But almost all the schools do conduct

medical examination of the students to check up their physical abilities and defects; once a year, twice a year or at some interval. The findings in this connection are given in the following paragraphs.

While analysing the data, it is observed that out of 67 schools, not a single school maintains a special medical officer. This reveals that the schools, suffering from economic backwardness, are not able to maintain such special medical officer. It gives a very sad picture to us when compared with the conditions prevailing in the foreign countries.

Further, it is seen that out of 67 schools, 62 schools (i.e. 93%) conduct the medical examination once a year, 3 schools (i.e. 4%) conduct this examination twice a year; while in case of the remaining 2 schools (i.e.3%), it is reported that medical examination is conducted once in three years. Thus, it is evident from the results that most of the schools conduct medical examination every year. It may be due either to the shortage of funds, or to the whims of the heads of the institutions that the two schools are not in a position to conduct the medical examination every year.

But mere medical examination without any record and follow-up work is useless. So, the Department has laid stress on the maintenance of a medical report and follow-up work. Here, it is found that all the schools maintain the records of the medical examination of the students. Also, all the schools communicate the information regarding the abilities and disabilities of the student to his parents along with suggestions to improve the defects, pointed out by the doctors. In addition, the teachers, trained in physical education pay more attention to the physically unfit students, and ask them to undergo certain exercises to improve their defects.

It is also reported that the following defects are generally observed among the students:-

1) Deafness.
2) Paralysis of the tongue.
3) Colour blindness.
4) Constipation.
5) Anaemia.
6) Under weight.
7) Whitlaw.
8) Dyspnoea

9) Dyspepsia.

10) Apoplexy.

This presents a clear case for an efficient organised medical examination and follow-up work.

Administrationm of Physical Education:

The Education Department and its functions with respect to Physical Education:

The Board of Physical Education advised the State Government on all matters connected with physical education. But it has no executive authority and therefore, the function of direction, inspection and control of educational institutions which carry out physical education is now exclusively vested in the Education Department and its Officers.

Supervision of Physical Education upto 1945:

Prior to 1937, there was no special agency within the Education Department to supervise physical education. The very small scale on which physical education was imparted in schools did not make it seem urgent to Government to provide a specially trained inspecting staff for the purpose.

When the Congress Ministry accepted most of the recommendations of the Physical Education Committee of 1937, and made physical education a compulsory curricular subject, the position was entirely changed. Every primary and secondary school was now expected to provide a comprehensive programme of physical education to all its pupils, in accordance with the prescribed curriculum. This expansion made it obligatory on Government to create a specialized supervising machinery within the Education Department.

Assistant Deputy Educational Inspectors for P.E.

So Government created two posts of Assistant Deputy Education Inspectors for physical education in 1939. These officers were attached to the offices of the Divisional Educational Inspectors and their duties included:-

1) the inspection of physical education in all secondary schools,
2) the inspection of gymnasia,
3) the supervision of physical education in selected primary schools,

4) the conduct of short term courses in physical education for the primary teachers.

Supervision of Physical Education after 1945:

With certain modification, the recommendations made by the Physical Education Committee of 1945-46, were accepted by the Government and the inspecting staff for physical education was expanded.

State Inspector for P.E.:

There was no post of a state inspector for physical education uptill 1948. But the A.D.E.I's for physical education received guidance from the Chairman of all Boards of Physical Education, who used to tour extensively in the state and devote a good deal of time to this work.

The Physical Education Committee, 1945-46, recommended that a post of the state Inspector for physical education should be created and subordinate speical Inspectorate should be strengthened by the appointment of at least three A.D.E.I's for physical education (2 men + 1 women) in each district. The

post of the State Inspector for physical education (B.E.S. Class I) was filled up in 1948; but it was decided to appoint only two A.D.E.I's, for physical education in each district. Ten posts of A.D.E.I's for physical education were already created between 1939 and 1947. But 32 additional posts of such A.D.E.I's were created between 1947 and 1949. Subsequently 2 posts were retrenched and the post of the State Inppector for physical education was down-graded to Class II as a part of the Departmental re-organisation undertaken in 1953. After the bifurcation of the states, the Gujarat State appointed the State Inspector (G.E.S. Class II) of Physical Education in 1960.

The main duty of the State Inspector for physical education is to supervise the organisation of physical education in primary and secondary schools in the state. But he has some additional duties to perform, which are as follows:-

1) To help the Director of Education in all administrative matters pertaining to physical education, recreation and youth welfare activities;

2) To conduct examinations for the certificate course in physical education;

3) To guide the tournaments in games and other activities and to pay grants for them;

4) To promote pupil leadership and to develop a spirit of social service among the pupils through pupil leaders' classes, scouting, school volunteer corps etc. ;

5) To organise propaganda for physical education.

INSPECTION OF PHYSICAL EDUCATION IN THE KAIRA DISTRICT:

At present, there is one State Inspector for physical education in Gujarat State. In Kaira-District, we have only one A.D.E.I. for physical education. This A.D.E.I. has also to assist the State Inspector for physical education to carry out the above duties in so far as their beats are concerned. The A.D.E.E., appointed specially for

physical education, inspects the physical education of the secondary schools; and gives necessary suggestions in order to get fruitful results. Thus, it reveals that the above mentioned A.D.E.I. is overloaded with work so far as the supervision of the secondary schools is concerned and hence, it sometime leads to mechanical work.

It is reported by all the schools ~~XX~~ (67) that apart from giving suggestions, the A.D.E.I. for physical education is expected to give some concrete illustrations, demonstrations etc. during the supervision of the schools.

CHAPTER-VI

PLAYGROUNDS, EQUIPMENTS AND GYMNASIUMS

(attached to Schools)

It is not uncommon to see children of a school utilising any open plot in the vicinity or the roads to satisfy their desire to run and play. For this reason, the school is required to have a playground in the vicinity.

The success of any physical education programme in schools depends on the nature and extent of the equipments and the adequacy of playgrounds.

Therefore, in this chapter an effort has been made to study the following aspects:

1) Playgrounds: Area, distance, facilities for girls, standard tracks, facilities for games etc.

2) Implements.

3) Gymnasiums: Participants, working hours, activities etc.

4) Literature.

5) Audio-visual aids, etc.

PLAYGROUNDS:

No. of Schools having Playgrounds:

While analysing the data, it is found that 65 schools (i.e. 97%) have playgrounds; whereas only 2 schools do not have playgrounds. They make use of the open space, available near the school premises but do not hire the ground. This indicates that most of the schools, situated in rural areas, do not face the problem of playgrounds.

Area of the Playgrounds:

From the data collected, it is observed that the area of the playgrounds varies from school to school, depending upon the situation of the schools. The following table shows the area of the playgrounds and number of schools.

Table No.12

TABLE SHOWING THE AREA OF THE PLAYGROUNDS AND THE NUMBER OF SCHOOLS

Area of Playgrounds	No.of schools
Less than 1000 sq.yds.	14
1001 to 2000 sq.yds.	8
2001 to 3000 "	7
3001 to 4000 "	3
4001 to 5000 "	9
5001 to 6000 "	2
6001 to 7000 "	2
7001 to 8000 "	1
8001 to 9000 "	2
9001 to 10000 "	7
10001 to 11000 "	-
11001 to 12000 "	-
12001 to 13000 "	3
13001 to 14000 "	-
14001 to 15000 "	3
15001 to 16000 "	1
More than 16000 "	2
Total =	65

From the above table, it is seen that 14 schools (i.e.22%) have playgrounds with an area below 1000 sq. yds.; whereas 27 schools (i.e. 41%) provide playgrounds

with an area ranging from 1000 to 5000 sq.yds. and the remaining 10 schools (i.e. 15%) provide the grounds with an area more than 10,000 sq. yds. This reveals that a large number of schools have small playgrounds.

Relationship between the Area of the Playgrounds and the Strength of the Schools:

From further analysis of the data, the relationship between the area of the playgrounds and the strength of the schools is found out, and is given in the following Table No. 13.

It is observed from Table No.13, that 49 schools, having the strength varying from 100 to 500 students, having play-grounds with an area, ranging from less than 1000 to 17,000 sq. yds. But of these 49 schools, the playgrounds of 2 schools have an area, varying from 5001 to 10000 sq.yds. A large majority of schools i.e. 23 schools have an area ranging from 1001 to 5000 sq. yds. The playgrounds of 14 schools have an area less than 1000 sq.yds.

Also, it is seen that out of 12 schools, having a strength varying from 501 to 1000 students, 4 schools have the playgrounds with an area ranging from 1000 to

5000 sq. yds. The area of the playgrounds of 3 schools varies from 5001 to 10,000 sq. yds; while the playgrounds of 5 schools have an area of more than 10,000 sq. yds.

The strength of the remaining 4 schools, varies from 1001 to 1700 students and the area of the playgrounds varies from 6001 to 17000 sq,yds.

According to the directives of the Department of Education, a school having a strength of 250 students must have a playground with an area of 9680 sq. yds. (2 acres). But here it is seen that very few schools fulfill this requirement.

It is difficult for schools, having inadequate playgrounds to organise games, gymnastics and other physical activities. If this is the position of the school mostly situated in the rural areas, one cannot imagine the difficulties of schools, situated in urban areas.

Distance of the Playgrounds:

While analysing the data, it is observed that a large majority of the schools i.e. 62 schools

(i.e. 95%) provide playgrounds within the distance of only one furlong from the school premises; whereas one school has a playground at a distance of one furlong, and the remaining 2 schools have at the distance of about two furlongs. This reveals that a large majority of schools, situated in rural areas, have not to worry about the distance of the playgrounds.

Separate Playgrounds for Girls:

On further analysis of the data, it is observed that of 65 schools having playgrounds, 2 schools are purely girls' schools and one school is purely boys' school. Out of the remaining 62 Co-educational schools, only 10 schools (i.e. 16%) have separate playgrounds for girls inspite of the fact that there is a considerable increase in the total number of girls from year to year.

Area of the Play-grounds for Girls:

On analysing the data, it is seen that the area of the playgrounds reserved for girls, of these 10 schools ranges from less than 500 to 2000 sq.yds. The following table gives a clear picture of the area of the playgrounds reserved for girls in the various schools.

Table No.14

TABLE SHOWING THE AREA OF THE PLAYGROUNDS RESERVED FOR GIRLS IN VARIOUS SCHOOLS:

Area of the Playgrounds	Number of Schools
Less than 500 sq.yds.	3
501 to 1000 Sq.yds.	1
1001 to 1500 Sq.yds.	1
1501 to 2000 Sq.yds.	3
More than 2000 Sq.yds.	2
Total =	10

It is seen from the table No.14 that 50% of the schools have playgrounds with an area below 1500 sq.yds., and 50% of the schools have playgrounds with an area above 1500 sq.yds.

Relationship between the Area of the Playgrounds and the Strength of the Girls in the Schools:

The data is further analysed to study the relationship between the area of the playgrounds and the strength of girls in the schools. The analysis is given in the Table No. 15.

It is seen from the ~~xxxxx~~ Table ~~xxxx~~ No.15 that except for one school, the other 9 having a strength, varying from less than 100 to 300 girls, have an area of playgrounds ranging from less than 500 to 2500 sq.yds. The remaining one school, having a strength between 701 and 800 girls, has an area of playground varying from 1501 to 2000 sq. yds. Accordingly here also it is seen that a small number of schools fulfil the requirement of adequate playgrounds as laid down in the instructions of the Department of Education.

Distance of the Playgrounds for Girls:

While analysing the data, it is found that all 10 schools, have playgrounds within the distance of one furlong. Thus, the girls have not to go far

Table No.15

TABLE SHOWING THE RELATIONSHIP BETWEEN THE AREA OF THE PLAYGROUNDS AND THE STRENGTH OF THE GIRLS:

No. of Girls in the Schools:	Area of the playgrounds in Sq. Yds.					
	Less than 500	501 to 1000	1001 to 1500	1501 to 2000	2001 to 2500	T o t a l
Less than 100	2	1	1	1	-	5
101 to 200	1	-	-	1	1	3
201 to 300	-	-	-	-	1	1
301 to 400	-	-	-	-	-	-
401 to 500	-	-	-	-	-	-
501 to 600	-	-	-	-	-	-
601 to 700	-	-	-	-	-	-
701 to 800	-	-	-	1	-	1
Total=	3	1	1	3	2	10

from the school premises for physical education. This is a satisfactory picture.

Provision of Tracks:

As regards the arrangement of tracks, it is observed that out of 65 schools, having playgrounds, only 29 schools (i.e. 45%) have an arrangement of tracks on the playgrounds. Thus, 55% of the schools do not provide tracks.

It is also stated that out of 29 schools, 4 schools (i.e.14%) provide a track of 100 metres, 24 schools (83%) provide the tracks of 200 metres, while only one school provides a track of 400 metres.

Out of 36 schools (55%), not providing tracks, 2 schools suggest that arrangements can be made to have a track of 200 metres, whereas 4 schools suggest that it is possible for them to have a track of 400 metres. But it is regretful to note that for one reason or another, these schools do not lay out the tracks.

This indicates that though the large majority of schools provide playgrounds, a small number of

schools lay out tracks. It further reveals that most of the schools i.e. 24 schools (i.e. 83%) lay out a track of 200 metres. Out of 67 schools, only one school lays out a track of 400 metres.

It is further reported that out of 29 schools, providing tracks, 25 schools (i.e. 86%) provide these tracks on the school-playgrounds.

Thus, on the whole, the present position of the laying out of tracks for each school is not satisfactory.

Facilities for Games in the playgrounds:

Along with the arrangement for standard tracks, some schools make arrangements for certain games in these playgrounds. It is observed that Volley-ball, Langdi, Kho-kho, Hu-tu-tu are the games for which ground arrangements are made by almost all the schools. However, out of 67 schools, 22, 17 and 15 schools provide grounds for Foot-ball, Cricket and Hockey respectively. This indicates that generally the schools have grounds for the games which involve less expenditure and small space.

IMPLEMENTS:

It is difficult to organise games and sports without implements.

It is observed that in almost all the schools, lathi, lezim, wands, indian clubs and dumb-bells are commonly used.

The number of these implements varies from school to school, depending upon the total strength of the students. The average number of pieces of apparatus per school is found out and is given in the following table (Table No.16).

It is evident from the above table (Table No.16) that the average number of pieces of apparatus per school is not low. At a time 50 to 100 students can be trained with apparatus.

But in Mass-Drill activity, it is better to have at least 200 to 300 pieces of apparatus like wands, dumb-bells, indian clubs etc.

Table No.16

TABLE SHOWING THE AVERAGE NUMBER OF DIFFERENT KINDS OF APPARATUS PER SCHOOL:

Name of the Apparatus:	Number of Schools	Total No. of Apparatus	Average number of Apparatus per School
Lathi	60	3358	56
Lezim	66	3881	59
Wands	65	4038	62
Indian Clubs	59	5857	99(50 pairs)
Dumb-bells	64	7330	115(58 pairs)

GYMNASIUMS:

No programme of physical education can be organised in any school during the monsoon unless there is some encloser or gymnasium. Lack of gymnasiums is also one of the serious impediments in the development of physical education in schools. To carry on and promote certain indoor activities also requires a gymnasium.

Of 67 schools, only 7 schools (i.e. 10%) provide gymnasiums. Thus, a large number of schools, do not provide this essential requirement for physical education.

Number of Participants:

While analysing the data obtained, the number of participants is found out and it is stated in the following table:

Table No.17

TABLE SHOWING THE NUMBER OF PARTICIPANTS- (THE SCHOOL PUPILS AND OTHER THAN THE SCHOOL-PUPILS) MAKING REGULAR USE OF GYMNASIUM-BUILDINGS

YEAR	No.of Schools	Total No. of students in the schools	No.of participants from the schools	No. of participants other than school pupils	Total No. of participants	Percentage of Col.4 to Col.3
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1958-59	6	2713	689	50	739	25
1959-60	6	2874	705	53	758	25
1960-61	7	3030	740	56	796	21

It is seen from the above table that there is an increase in the number of participants from the schools and from the out-side every year; though the increase is very slow:

Working Hours:

As regards the working hours of the gymnasium, it is reported that one works in the morning, three in the evening and the remaining three at both the sessions i.e. morning and evening.

It is reported that the activities thus carried on are for about two hours a day.

Activities:

It is also observed that different types of activities, listed below, are carried on in the gymnasium buildings:

(A) Apparatus work:
- (1) Lathi
- (2) Lezim
- (3) Indian Clubs.

(B) Gymnastic & Athletics:
- (1) Asans

(2) Dand-bethaks

(3) Wrestling

(4) Weight-lifting

(5) Single-bar

(6) Double bar

(7) Discuss throw

(8) Javelkine throw

(9) Hammer throw

(10) Malkhamb.

(C) Calesthinis

(D) Mass-Drill

(E) Major & Minor Games.

The students, attending gymnasia have to participate in various types of physical and recreational activities. Thus, gymnasiums, attached to schools, may impart physical education to the students of the schools and to the others and may discharge the best service to society by moulding the physiques of the young children- the future citizens of nation.

LITERATURE:

Books are the best teachers. With the help of books and magazines, the students can learn easily and effectively.

So, the school-library is considered as the storage of knowledge.

Out of 67 schools, 47 schools (i.e.70%) maintain some books on physical education in the school library. This indicates that a large number of schools realise the importance of maintaining the library.

As regards magazines, it is observed that out of 67 schools, 44 schools (i.e. 66%) subscribe for magazines on physical education. These schools subscribe for one or more of the following magazines on physical education.

(1) Sharirik-shiksan
(2) Health
(3) Vyayam-Shikshan
(4) Vyayam
(5) Sports & Past-time.

AUDIO-VISUAL AIDS:

Now-a-days, audio-visual aids are considered to be the most effective tools to provide learning situations.

But it is found that out of 67 schools, 7 schools (i.e. 11%) have films, 4 schools (i.e. 6%) have film-strips, 29 schools (i.e. 43%) have charts and 9 schools (i.e. 13%) have models on physical education; whereas the remaining 27% of the schools do not provide any audio-visual equipments.

This shows that audio-visual aids have not become popular in the field of physical education. The audio-visual aids are assets to the physical education teachers to create interest in the pupils.

CHAPTER - VII

PHYSICAL AND RECREATIONAL ACTIVITIES

The Department of Education prepared a plan viz. 'National Plan of Physical Education and Recreation' in the year 1954. The recreational activities include all forms of natural activities such as games, athletics, excursions, hikings etc. Over and above these, Scouting, A.C.C., Jr. N.C.C., N.D.S., etc. are also included under the heading of physical and recreational activities.

The following activities are discussed in this chapter:

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(1)	Games & Sports:	Out-door and indoor games- track and field games- Competitions- physical efficiency tests etc.
(2)	Scouting/Girl-guide:	Participants- Scout-masters and their qualifications- working hours- remuneration- allocation and duration of periods- camps- camp fires etc.
(3)	A.C.C.:	Cadets- personnel and their qualifications- allocation and duration of periods- consideration of free studentship etc.
(4)	Jr.N.C.C.:	Cadets- personnel and their qualifications- allocation and duration of periods-consideration for free studentship etc.
(5)	N.D.S.:	Participants-instructors and their qualifications-

allocation and duration of periods- activities- syllabus etc.

(6) Rifle-Training:

(7) Excursions:

(8) First-aid:

(9) Band:

(10) Other Recreational Activities: Film-show- lectures- exhibitions.

GAMES AND SPORTS:

Out-door & Indoor Games:

Different schools arrange different types of out-door and in-door games. The following table shows the weightage given by the schools to different games.

Table No. 18

TABLE SHOWING THE NUMBER OF SCHOOLS ARRANGING DIFFERENT TYPES OF GAMES:

Out-door Games			Indoor Games		
Name of the Game	No. of Schools	Percentage	Name of the Game	No.of Schools	Percentage
Kho-kho	67	100	Carrom	60	90
Hu-tu-tu	67	100	Satodiu	43	64
Langadi	67	100	Ring-tennis	39	58
Volley ball	65	97	Chess	35	52
Throw ball	45	67	Draft	35	52
Base ball	40	60	Gillidanda	29	43
Foot-ball	22	33	Snake	22	33
Cricket	17	25	Badminton	20	30
Atypa-patya	17	25	Table-Tennis	16	24
Hockey	15	22			
Basket-ball	10	15			
Net ball	9	13			

Thus, it is evident from the above table that kho-kho, throw-ball, langadi and volley-ball are played in almost all the schools of the district. But most of the schools cannot afford to arrange such out-door games as cricket and hockey and in-door games like badminton and table-tennis. This indicates that the expensive as well as space-demanding games are arranged by only a small number of schools. Atya-patya, foot-ball, basket-ball, gillidanda and ring-tennis are not so costly. They are sure to attract the students if properly organised.

Track and Field Games:

Along with the above mentioned out-door and indoor games, some track and field games are also arranged separately for boys and girls by the schools.

(a) Games for Boys:

(1) Running:

It is observed that most of the schools arrange the items of running for boys which consist of:-

(i) 100 metres running,

(ii) 200 metres running,

(iii) 400 metres running, and

(iv) 800 metres running.

Some of the schools arrange 1500 and 3000 metres running. But not a single school arranges a Marathon-Race, i.e. 26 miles and 385 yards running.

It is also seen that 110 and 400 metres hurdles are arranged in many of the schools, while fast walking is arranged in some schools only. But 4 x 100 metres relay and 4 x 400 metres relay are practised by very few schools. Mid-lay relay is not commonly arranged.

(2) Throwing:

It is reported that from the items for throwing, putting the shot and x discuss throw are common in most of the schools. However, jevallian throw is also encouraged in some schools. But hammor throw finds a place in very few schools.

(3) Jumping:

On analysing, it is found that long jump and high jump are arranged in almost each and every school; whereas hop-step jump and pole-vault are arranged by a small number of schools.

(B) Games for Girls:

(1) Running:

It is seen that, from the running items, 50 metres and 100 metres running are usually arranged by most of the schools. It is found that 200 metres running is arranged in very few schools.

A large number of schools arrange 400 metres fast walking and 4 x 50 shuttle relay. However, they do not arrange 80 metres hurdles, 800 metres fast-walking and 4 x 100 shuttle-relay.

(2) Throwing:

It is reported that quite a good number of schools arrange putting the shot, discuss throw and a ball-throw; whereas hammor throw is not arranged by any school.

(3) Jumping:

It is stated that high jump is not arranged for girls in any of these 67 schools. However, long jump, hop-step-jump and skipping are

arranged for girls by majority of the schools.

Separate Games kept for Girls:

After going through the types of games organised by different schools for students in general, it is necessary to study whether separate games are kept for girls. In the sample there are 64 co-educational schools. The number of schools arranging separate games for the girls is given in the table No.19.

From the table No.19, it is observed that Langadi, Kho-kho, Carrom and ring are the games arranged for girls by a large number of schools. The group of the games like throw-ball, chess, draft, badminton, snake and satodiu are arranged by some schools but table-tennis is arranged only in 4 schools.

This reveals that the costly games like badminton and table-tennis are not usually arranged in the schools.

Competitions:

It is further reported that out of 64 schools, 19 schools (i.e. 30%) arrange competitions between boys and girls.

Table No. 19

TABLE SHOWING THE NUMBER OF SCHOOLS ARRANGING SEPARATE GAMES FOR THE GIRLS:

Name of the Game	Number of Schools	Percentage
Throw-ball	35	55
Badminton	21	31
Table-tennis	4	6
Ring	47	73
Chess	27	42
Carrom	51	80
Draft	26	39
Snake	24	36
Langadi	59	92
Kho-kho	54	84
Satodiu	27	42

The following table shows (Table No. 20) the number of schools arranging competitions in games between these two groups- viz. boys and girls.

It is evident from the table No. 20, that for one reason or another, most of the schools prefer to arrange competitions for games like langadi, kho-kho and x relay-race. These games are cheap and easy in organisation and may inspire the treads of the institutions to arrange competitions between boys and girls.

On analysing the data, the number of schools organising different types of competitions is also found and tabulated as below:

Table No. 21

TABLE SHOWING THE DIFFERENT TYPES OF COMPETITIONS IN GAMES AND THE NUMBER OF SCHOOLS:

Type of Competitions:	Number of Schools:
House-system	53
Intra-murals	63
Annual sports	66
Inter-school competitions	61

Table No. 20

TABLE SHOWING THE NUMBER OF SCHOOLS ARRANGING COMPETITIONS IN GAMES BETWEEN BOYS AND GIRLS

Name of the Game	Number of Schools	Percentage
Badminton	-	-
Table-tennis	-	-
Ring	8	42
Carrom	11	58
Chess	7	37
Throw-ball	10	53
Langadi	19	100
Kho-kho	18	95
Relay-races	15	79

It is observed from table No.20 that 63 schools (i.e. 94%) arrange intra-murals; while 53 schools (i.e. 79%) arrange house-system. Also, it is seen that 66 schools (i.e. 99%) arrange annual-sports and 61 sphools (i.e. 91%) participate in inter-school competitions.

Thus, it is evident that a large majority of schools encourage the students to participate in games by orga - nising house-system, intra-murals and annual sports. Also, a large number of schools encourage the students to participate in inter-school competitions. Thus, most of the schools try to carry out the suggestions given by the Department of Education as far as the games and recreational activities are concerned.

To encourage the players 9 schools (i.e. 14%) give medals, 8 schools (i.e. 12%) cups and 49 schools (i.e. 74%) certificates to the first two winners. For one reason or another, only one school does not give any reward to the winners.

Inter-school competions are organised at different levels, Viz. Taluka level, District level, State level and National level. The following table shows the total number of participants at different levels.

Table No. 22

TABLE SHOWING THE TOTAL NUMBER OF PARTICIPANTS AT DIFFERENT LEVELS:

YEAR	Taluka Level		District Level		State Level		Nation Level	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1958-59	Not available		600	450	35	25	-	-
1959-60	"		845	677	35	25	-	-
1960-61	"		475	410	35	25	-	-

(Source: Educational Inspector's Office, Nadiad.)

Referring to the above table (No.22), it is seen that the number of boys and girls taking part in competitions arranged at district level is very fluctuating, while at state level the number of participants has remained constant. Not a single boy or girl has been sent to participate in competition arranged at national level. This indicates that the district has not trained up a single boy who can take part at national level.

Physical Efficiency Tests:

Kaya-Kaushalya-Test:

To encourage the pupils to take part in physical educational activities, the school generally arrange a test known as 'Kaya-Kaushalya' prepared by the Gujarat Vyayam Pracharak Mandal. But it is very disappointing to note that only 3 schools, out of 67 hold this test. The following table shows the total number of participants in the test, held by Gujarat Vyayam Pracharak Mandal.

Table No. 23

TABLE SHOWING THE TOTAL NUMBER OF PARTICIPANTS IN THE PHYSICAL EFFICIENCY TEST, HELD BY GUJARAT VYAYAM PRACHARAK MANDAL:

YEAR	No.of Schools	Boys	Girls	Total
1958-59	2	184	20	204
1959-60	3	184	80	264
1960-61	3	155	84	239

From the above table, it is observed that there is no increase in the number of boys in the year 1959-60. On the contrary there is a decrease in the number of boys in the year 1960-61.

As regards the number of girls, there is an increase of 60 and 64 girls during the years 1959-60

and 1960-61 respectively. Though there is an increasing trend in the number of girls during these years, the increase in the number of girls during the year 1960-61, is less than that in the year 1959-60.

While considering the picture as a whole, it is seen that the total number of participants has increased by 60 during the year 1959-60 and decreased by 25 during the year 1960-61.

Looking to the number of schools holding this test and the number of participants, it seems that the test has not become very popular in the secondary schools of this district.

The participants in this test-whether boys or girls-are awarded different types of physical efficiency stars.

The following table shows the number of participants who have obtained the stars for physical efficiency.

Table No. 24

TABLE SHOWING THE NUMBER OF PARTICIPANTS AWARDED PHYSICAL EFFICIENCY STARS:

Physical Efficiency Stars:	BOYS			GIRLS		
	1958-59	1959-60	1960-61	1958-59	1959-60	1960-61
One Star	28	21	15	2	4	7
Two Stars	19	12	12	-	2	1
Three Stars	12	8	4	-	-	-
Gujarat Yuvak/ Yuvati	-	-	-	-	-	-
	59	41	31	2	6	8
Percentage with the Total number of participants	32	22	20	10	8	10

It is seen from the Table No.24 that the number of boys obtaining one star, two stars and three stars shows a downward trend. This indicates that the standard of physical efficiency is deteriorating. For girls, no conclusion can be drawn as the number of girls is meagre.

National Efficiency Drive Test:

The Central and State Governments as well as voluntary sports and other physical education institutions are adopting various measures to make our people fitness conscious. To give a further incentive to this growing interest, the Government of India has been conducting the National Physical Efficiency Drive since the year 1959-60.

The number of participants in the National Efficiency Drive Test is given in the following table:

Table No.25

TABLE SHOWING THE NUMBER OF PARTICIPANTS - BOYS AND GIRLS-IN THE NATIONAL EFFICIENCY DRIVE TEST:

YEAR	Number of Schools	Boys	Girls	Total
1959-60	3	338	33	371
1960-61	7	1015	188	1103

From the above table (No.25), it is seen that the number of schools holding this test is 3 and 7 in the years 1959-60 and 1960-61 respectively. The number of participants- boys and girls- shows an increasing trend. This indicates that the test is becoming gradually popular in the secondary schools.

In this test also, the participants are given National Awards for Phsyical efficiency if they fulfill the standards fixed for various physical activities. The winning and wearing of the badges- one star, two stars, three stars is a distinction in physical fitness and efficiency. The following table (No. 26) shows the number of participants who have obtained National Awards for physical efficiency.

The Table No.26 shows that the number of boys, obtained one star, two stars and three stars has a decreasing trend. This reveals that either the standard of physical efficiency is going down or the administrators of this test are becoming very strict. Any way the standard can be improved if regular practice is given to the boys

Table No. 26

TABLE SHOWING THE NUMBER OF PARTICIPANTS AWARDED DIFFERENT STARS FOR NATIONAL PHYSICAL EFFICIENCY DRIVE:

National Awards for Efficiency:	BOYS		GIRLS	
	1959-60	1960-61	1959-60	1960-61
One Star	110	234	2	15
Two Stars	25	108	-	4
Three Stars	10	33	-	-
Total=	145	385	2	19
Percentage	43	38	6	10

and girls.

SCOUTING:

This important activity, started by Mr. Baden Powell, came to India in 1910 only for Anglo-Indian and European boys. But it opened its doors to Indian boys and girls in 1916. During the years 1917-1924 practically all the schools in the Bombay State introduced Scouting and Guiding.

The statistical data on this activity in the Kaira District is as below:

Participants:

The number of scouts and guides is given in the following table:

Table No.27

TABLE SHOWING THE NUMBER OF SCOUTS & GUIDES

YEAR	No.of Scouts	No. of Guides	T o t a l
1958-59	559	209	768
1959-60	624	210	834
1960-61	813	~~213~~ 234	1047

It is seen from the above table (No.27), that the number of scouts during the year 1958-59 is 559 and it has increased by 65 (i.e. 12%) to 624 during the year 1959-60. But during the year 1960-61, the number has reached to 813. Thus, the increase in the number of scouts is more than that in the year 1959-60.

It is evident from the above table that there is an increase of only one guide during the year 1959-60, which can be taken as no increase. But during the year 1960-61, the number of girl-guides has increased by 25 (i.e. 12%). Though, there is an increasing trend as regards the number of girl-guides, the increase is very negligible when compared to that of the scouts.

It is also observed from the above table that in the year 1958-59, the total number is 768 and it has increased to 834 and 1047 during the years 1959-60 and 1960-61 respectively. This indicates that during the year 1960-61, the increase is of 27% which is three times greater than that during the year 1959-60.

However, the total increase of 36% in the number of scouts and guides reveals slow increase.

The following table shows the number of scouts belonging to each category for different years:

Table No. 28

TABLE SHOWING THE NUMBER OF SCOUTS BELONGING TO DIFFERENT CATEGORIES:

Different categories of Scouts:	YEAR 1958-59	1959-60	1960-61
Scouts of the First Foot	4	4	2
Scouts of the Second Foot	77	140	174
Scouts of the Tender Foot	425	416	613
Cubs	53	64	24
Rovers	-	-	-
Total	559	624	813

From the above table, it is seen that the maximum number of scouts belongs to the category of tender-foot. The next is the group of scouts of second foot.

If we compare the number of scouts of each category for the different years, it is seen that in the first foot there are only 4 scouts during the years 1958-59 and 1959-60 and the number has declined to 2 in the year 1960-61. But in case of second foot, there is an upward trend for all the three years. There are 77 scouts in the year 1958-59 and it has reached to 140 and 174 in the years 1959-60 and 1960-61 respectively. Thus, the increase in the number of these scouts during the year 1959-60 is little less than double and during the year 1960-61 is little more than double than that during the year 1958-59.

In the case of tender foot, the number of scouts is 425 in the year 1958-59 and it has decreased to 416 during the year 1959-60. The decrease is insignificant. But there is an increase of 197 in the year 1960-61 .xxd As regards the cubs, the number is 53 in the year 1958-59 and it has increased to 64 in the year 1959-60. Yet, due to xxx one or another reason, there is a sharp decline during the year 1960-61 when the number has declined to 24.

This reveals that there are ups and downs in the number of the different categories of scouts.

Similarly the number of girl-guides, belonging to different categories is tabulated below (Table No. 29).

It is seen from the Table No.29, that the increase in the number of girl-guides, belonging to second foot is only one during the years 1959-60 and 1960-61 over that of the number in the year 1958-59. This is very negligible. The number of girl-guides, belonging to tender-foot remains stable during the years 1958-59 and 1959-60 and it has increased to 170 during the year 1960-61. In the category of bulbul, the number of girl-guides remains the same i.e. 9 during the three years. However, there is not a single girl-guide either in the category of first-foot or ranger during these three years.

Thus, it goes without saying that the numerical strength of the girl-guides belonging to different categories remains more or less constant during the three years under study and such does not show any progress.

Table No.29

TABLE SHOWING THE NUMBER OF GIRL-GUIDES, BELONGING TO DIFFERENT CATEGORIES:

Different Categories of Girl-guides	YEAR 1958-59	1959-60	1960-61
Girl-guides of First-foot	-	-	-
Girl-guides of Second foot	54	55	55
Girl-guides of Tender foot	146	146	170
Bulbul	9	9	9
Ranger	-	-	-
Total =	209	210	234

The Standard-wise data of the students, joining scouting is now given below(Table No. 30)

It is seen from the above table (Table No.30) that the majority of the scouts belong up to Std. VIII. But the students of the higher standards seem to have no interest in this activity. A very small number of students is found from Std. IX, while not a single student is from Std. X.

Similarly, the number of girl-guides is also given standard-wise in the table No. 31.

It is evident from the table No.31 that the majority of the girls, studying in Stds. VII and VIII prefer this activity. A very small number of girls, studying in Stds. V, VI and IX join this activity; whereas not a single girl from Std. X participates in it. It may be that the girls in Stds. V and VI do not understand the importance of the girl-guides and hence neglect it. But the girls of the higher stds. viz. IX and X, with a mature understanding, seem to have lost interest in this activity or it may be due to tremendous influence of the A.C.C., the Jr. N.C.C. or the N.D.S.; or due to reasons requiring further investigation.

Table No. 30

TABLE SHOWING THE NUMBER OF SCOUTS STANDARD-WISE

Year	No. of Schools	Standards V	VI	VII	VIII	IX	X	Total
1958-59	17	95	175	184	105	-	-	559
1959-60	17	115	190	194	100	25	-	624
1960-61	21	163	235	256	134	25	-	813

Table No. 31

TABLE SHOWING THE NUMBER OF GIRL-GUIDES STANDARD-WISE:

YEAR	No.of Schools	Standards V	VI	VII	VIII	IX	X	Total
1958-59	6	15	27	59	87	21	-	209
1959-60	6	10	25	66	94	15	-	210
1960-61	7	12	28	79	105	10	-	234

Scout-Masters and Guiders:

The data on the training personnel in scouting is tabulated in the following table (Table No. 32).

It is observed from the above table (No. 32), that the number of trained scout-masters is 24 during the year 1958-59 and it has increased to 27 and 37 during the years 1959-60 and 1960-61 respectively. This indicates that the increase in the number of trained scout-masters is not remarkable.

From the Table No.32, it is also seen that in the majority of the schools, matric/S.S.C. or non-matric/non-S.S.C. trained scout-masters are recruited for scout-activity; whereas graduate and undergraduate trained teachers are very few in number. This reveals that as the educational qualifications rise the teachers generally look down on this type of activity.

The table No. 33, shows the teaching personnel in girl-guide activity.

From the table No.33, it is evident that the picture of guiders is not an impressive one.

Table No. 32

TABLE SHOWING THE NUMBER OF TRAINED SCOUT-MASTERS AND THEIR EDUCATIONAL QUALIFICATIONS:

YEAR	No.of Schools	Graduates	Undergraduates	Matric/ S.S.C.	Non-Matric Non S.S.C.	Total
1958-59	17	6	3	10	5	24
1959-60	17	4	3	14	6	27
1960-61	21	4	6	18	9	37

Table No.33

TABLE SHOWING THE NUMBER OF GUIDERS AND THEIR EDUCATIONAL QUALIFICATIONS.

YEAR	No.of Schools	Graduates	Undergraduates	Matric/ S.S.C.	Non-Matric/ Non-S.S.C.	Total
1958-59	6	-	1	1	-	2
1959-60	6	-	1	1	-	2
1960-61	7	-	2	2	2	6

It is observed that the number of trained lady teachers which is 2 in the year 1958-59 remains constant for the year 1959-60 and it has increased to 6 during the year 1960-61. This indicates that there is a shortage of lady teachers trained for girl-guide activity.

It is also seen from the table No.33, that not a single graduate lady is recruited as a guider during these three years. Thus, the state of affairs of the graduate teachers is similar to that of scout-masters.

Working Hours:

The period of work for the scouters and guiders is also studied. Out of 21 schools, 18 schools (i.e.86%) require them to work before or after school hours. This indicates that a large majority of the scouters and guiders have to work over-time.

Remuneration:

But it is interesting to note that out of 21 schools, only 7 schools (i.e. 33%), give extra-remuneration to the scout-masters and guiders. This reveals that the majority of the schools do not give any extra-remuneration for the extra-work-load.

Out of 7 schools, paying extra-remunerations to the scouters and guiders, 2 schools pay Rs.10/- per month, 2 schools pay Rs.8-50 np. per month and 3 schools pay Rs.8/- per month. This indicates that the schools do not pay substantial remunerations for the extra work done by the scouters and guiders.

Allocation and Duration of Periods:

As regards the arrangement of the periods, it is seen that out of 21 schools, 9 schools (i.e. 43%) conduct this activity once a week, whereas 10 schools (i.e. 48%) twice a week. But the remaining 2 schools (i.e. 9%) arrange it four times a week. Thus, there are variations in the allotment of the periods for this activity.

In continuation of the allotment of the periods for this activity, the duration time is also traced out. The duration of period varies from 30 to 90 x minutes. However, it is reported that usually the schools devote 30 to 35 minutes for each period. But 2 schools conduct this activity for two days a week i.e. on Saturdays and Sundays. They devote about 90 minutes each time.

Further, it is stated that out of 21 schools, 17 schools (i.e. 81%) do not consider it as a compulsory activity. Thus, only a x very small percentage i.e.19%

of the schools have introduced it as compulsory activity.

In addition, it is suggested that the students from Std.V to X are allowed to join this activity. However, it is seen that out of 21 schools, only in the case of 3 schools, students of Std. IX and X join this activity. This reveals that the students of higher standards do not participate in this activity, though it is open to them, too.

Camps:

The salient feature of this activity is to organise camps.

It is reported that all the schools, having scouting, organise such camps . The number of camps varies from one to five during the year, as will be seen in the following table.

Table No. 34

TABLE SHOWING THE NUMBER OF CAMPS, ORGANISED DURING THE YEAR AND THE NUMBER OF SCHOOLS:

No. of Camps, organised during the year.	No. of Schools
1	5
2	8
3	6
4	1
5	1
Total =	21

From the above table, it is seen that the majority of the schools, i.e. 19 schools (i.e. 90%) organise one, two or even three camps during the year.

During the period of the camps, social and cultural activities are organised. The summery of the activities undertaken is listed below:

(A) Social Activities:

(1) Spreading of knowledge by use of black-boards.

(2) Collecting funds for distressed areas.

(3) Discharging the duties of home-guards.

(4) Organising or managing fairs.

(5) Building roads, schools or village tanks.

(6) Maintaining cleanliness in themselves, in the schools, or in the village.

(7) Helping at the time of fires.

(8) Helping in accidents.

(9) Rendering services of first-aid.

(10) Celebrating festivals.

(11) Celebrating the scout-week.

(B) Cultural Activities:

(1) Camp-fires.

(2) Garbas and other Dances (in Kaira, chiefly African Dances)

(3) Songs.

(4) Dramas.

(5) Fancy-dress-competitions.

(6) Cinemas

(7) Exhibitions.

(8) Magazines.

(9) Lectures.

(10) Outings.

(11) Self-earning week.

(12) Cooking.

This shows that the schools carry on important and useful activities during the Camp-period.

Camp-fires:

Camp-fires are an important activity, carried out by scouts. They provide the children with opportunities of creative recreation and also relaxation after the strenuous activities of the day. Camp-fires are not difficult to organise and do not demand a major expenditure.

Out of 67 schools, 24 schools (i.e. 36%) hold camp-fires regularly. This indicates that most of the schools (i.e. 64%) have not understood the importance of this activity and hence do not derive any benefit from it.

Camp-fires are usually organised on some important occasions such as during Christmas vacations, Scouting-weeks, A.C.C. Camps and on days of National celebration as 15th August and 26th January.

It is further observed that the following activities are undertaken during Camp-fires:

1)	Prayer	6)	Magic-show
2)	Garba-Ras	7)	Mimicry
3)	Songs	8)	Story-telling
4)	Drama	9)	Minor-games
5)	Comics	10)	Physical-demonstrations.

A.C.C.:

After the second world-war, there was a great public demand, all over the world for military-training. Our Government, therefore, established the National Cadet Corps in 1948. But the Government was not able to afford the heavy expenditure on the increasing demand for this training. Therefore, a cheaper scheme for imparting and training to a large number of students was introduced in 1952. Initially this was known as 'National Youth Movement', but in 1953 it was named as 'Auxiliary Cadet Corps'.

Detailed information regarding A.C.C. in the secondary schools of the district is given in the following paragraphs.

Of 67 schools, 44 schools (i.e.66%) conduct A.C.C. This indicates that a large number of schools have

introduced A.C.C.

Cadets:

The number of A.C.C.Cadets is tabulated in Table No.35.

From the Table No.35, it is seen that there is a trend towards increase every year as far as the number of Cadets in almost all the standards is concerned.

It is also observed that about 95% of the A.C.C. Cadets belong to the higher standards viz. Stds. VIII, IX and X.

Thus, it is evident that most of the students of the lower standards do not join the A.C.C. for one reason or another.

Personnel and their Qualifications:

The number of trained teachers is given in Table No.36.

It is seen from the Table No. 36, that there is an upward trend, as regards the number of trained teachers in A.C.C. during all the three years.

It is also seen that in the majority of the schools, trained matriculate/S.S.C. teachers are in charge of this activity, while the number of graduate

Table No. 35

TABLE SHOWING THE NUMBER OF A.C.C.CADETS STANDARD-WISE

YEAR	No.of Schools	Standards V	VI	VII	VIII	IX	X	Total
1958-59	34	10	10	68	789	706	682	2265
1959-60	40	7	7	99	805	894	663	2475
1960-61	44	12	11	119	916	877	829	2764

Table No.36

TABLE SHOWING THE NUMBER OF TRAINED PERSONNEL AND THEIR EDUCATIONAL QUALIFICATIONS:

YEAR	Graduates	Under graduates	Matric/ S.S.C.	Non-Matric/ Non.S.S.C.	Total
1958-59	12	11	22	3	48
1959-60	12	9	33	3	57
1960-61	13	11	34	3	61

and under-graduate trained teachers is more ~~k~~ when compared to that of the non-matric/non-S.S.C. trained teachers. This shows that generally matric/S.S.C. teachers like to have this training.

Allocation and Duration of periods:

It is desirable to know the arrangement of periods for conducting this activity. It is reported that out of 44 schools, 14 schools (i.e. 32%) conduct A.C.C. activities daily. Out of the remaining 30 schools (i.e. 68%), one school conducts these activities once a week, 7 schools twice a week, 5 schools thrice a week and the remaining 5 schools ~~thrice~~ five times a week. This indicates that as regards 30 schools, the number of periods for the activity varies from one to five per week. A very small number of schools engage the Cadets daily. This is praise-worthy. Further, the fixed time for arranging the periods is found out. It is stated that only 10 schools (i.e. 23%) conduct these activities during school-time; while the majority of the schools i.e. 77% conduct before or after school. This indicates that the timings adopted by the majority of the schools are not suitable to teachers as well as students and hence, yield bad results. It is in the

interest of all to fix some other timings.

It is also reported that the duration time of the periods varies from 20 to 60 minutes. However, it is noted that in majority of the schools usually from 30 to 35 minutes are devoted to these activities.

Consideration of Free Studentship:

It is encouraging to note that in order to create an incentive in the students for participating in this activity, 17 schools (i.e. 39%) consider a free studentship for students joining the A.C.C.

It is a comforting sign to see the rigour and briskness of military life is growing day by day and parents are beginning to appreciate such training not only as a ticket to employment but for its own sake and as an education in punctuality, smartness and toughness- qualities so essential if India is to build herself and take her place among the foremost nations of the world. Therefore, a concrete planning to accelerate the tempo of the A.C.C. is a necessity.

Jr.N.C.C.

The recent experience of two wars has made compulsory military training a regular feature in schools of many

nations. Japan's example can be cited to prove that compulsory military training at the school level meets two needs at once- physical education and active patriotism.

Since the advent of independence there has been a great public demand for military training. So, the Government established the National Cadet Corps by an act of the Parliament in 1948.

Although there is a great demand from educational authorities all over the country for an allotment of more and more N.C.C. Units to their institutions, due to financial considerations this demand could not be met with in full.

Detailed information regarding Jr. N.C.C. in the schools of the district is given in the following paragraphs.

Out of 67 schools, only 3 schools (i.e. 4%) have introduced the Jr. N.C.C. This indicates that a large number of schools(i.e. 96%) cannot afford the heavy expense incurred in undertaking this training.

Cadets:

The number of cadets joining N.C.C. is given in the

table No. 37. This activity is solely meant for the higher standards, viz: VIII, IX and X.

It is observed from table No.37, that during the year 1958-59, the number of N.C.C.Cadets is 121 and it reached 135 in the year 1959-60 showing an increase of 14(i.e.12%). However, the number remains constant during the year 1960-61. This reveals that the number of N.C.C.Cadets remains more or less stable during the period under review.

Personnel and their Qualifications:

It is true that this training is organised with the help of Army Personnel. Yet, N.C.C. trained persons are necessary to co-operate with the Army Personnel in making this activity more effective. The number of N.C.C. trained teachers and their educational qualifications are given in the table No.38.

It is seen from the above table that there is an increase of one N.C.C. trained teacher during the years 1959-60, and 1960-61.

It is also observed that not a single matriculate/ S.S.C. or non-matriculate/non-S.S.C. teacher is given training in N.C.C.

Table No.37

TABLE SHOWING THE NUMBER OF N.C.C.CADETS

YEAR	No. of Schools	Standards			Total
		VIII	IX	X	
1958-59	3	16	51	54	121
1959-60	3	14	56	65	135
1960-61	3	20	60	55	135

Table No. 38

TABLE SHOWING THE NUMBER OF N.C.C. TRAINED TEACHERS AND THEIR EDUCATIONAL QUALIFICATIONS:

YEAR	No. of Schools	Graduates	Under-Graduates	Matric/ S.S.C.	Non-Matric/ Non-S.S.C.	T o t a l
1958-59	3	2	-	-	-	2
1959-60	3	2	1	-	-	3
1960-61	3	3	1	-	-	4

Allocation and Duration of Periods:

There are variations in the time allotted to this activity in the three schools. It is reported that one school devotes some time every day; the second, twice a week; and the third, thrice a week.

The timings for training also vary in each school. It is stated that the first school imparts the training both, in the mornings and in the evenings; the second, in the mornings only; whereas the third school also uses the mornings except on Saturdays when the training is given in the afternoon. This indicates that the different schools impart training according to their convenience and circumstances.

The duration of the period varies from 35 to 45 minutes.

Unless military training is related to a scheme of general education, it will produce, unthinking brutes who understand no language but that of force- and the last state of India will be worse than the first. But an intelligent system of military education is not only useful but at the present day necessary.

N.D.S:

The National Discipline Scheme was first introduced

by General J.K.Bhonsle in Kasturba Niketan in July, 1954, to inculcate a sense of discipline. in refugee children. The planning commission requested the Ministry of Education to include the same in the Second Five Year Plan in 1957. During a short period, the scheme has won an immense popularity. One of the most important national reconstruction programmes included in the Third Five Year Plan is the expansion and improvement of the National Discipline Scheme.

The detailed information of this scheme in the district is given in the paragraphs that follow.

It is reported that out of 67 schools, this activity is carried on in 14 schools (i.e. 21%).

Participants:

The number of students participating in the N.D.S. activity from each standard is given in the fm table No.39.

It is evident from the table No.39 that there is an increase in the number of students, along with an increase in the number of schools.

Considering the picture as a whole, it is observed

Table No.39

TABLE SHOWING THE NUMBER OF STUDENTS, STANDARDWISE, PARTICIPATING IN THE N.D.S. ACTIVITY:

YEAR	No.of Schools	Standards						Total
		V	VI	VII	VIII	IX	X	
1958-59	1	-	-	-	100	100	100	300
1959-60	7	204	304	397	602	235	65	1807
1960-61	14	488	515	706	1153	1067	331	4260

that the maximum number of students from Stds. VII, VIII, and IX participate in the activity. This may be attributed to the fact that the students of the lower stage i.e.Stds. V and VI may have interest in scouting; whereas the students at the higher level may have interest in the military training viz. A.C.C. and Jr. N.C.C.

Instructors and their Qualifications:

As this scheme is carried on by the Government, the Government deputes the N.D.S. Instructors to the secondary schools at its own expense. The number of N.D.S.Instructors and their educational qualifications is given in the following table(Table No. 40).

From the table No.40, it is seen that there is a trend towards increase in the number of N.D.S. Instructors, from year to year.

Further, it is seen that only undergraduates or matriculate/S.S.C. teachers are employed as N.D.S. Instructors and no graduate is appointed for this activity.

Allocation and Duration of Periods:

It is reported that out of 14 schools, 10 schools

Table No. 40

TABLE SHOWING THE NUMBER OF N.D.S.INSTRUCTORS

AND THEIR EDUCATIONAL QUALIFICATIONS:

YEAR	No. of Schools	Graduates	Under-graduates	Matric/ S.S.C.	T o t a l
1959-59	1	-	-	1	1
1959-60	7	-	2	6	8
1960-61	14	-	6	10	16

(i.e.71%) conduct the N.D.S. activities daily. Out of the remaining four schools, two schools conduct these activities twice a week and the other two four times a week. This indicates that a large majority of schools engage the students daily.

Also, it is stated that only 2 schools (i.e. 14%) conduct these activities during school-time; while the majority of the schools i.e. 86% conduct before or after school-hours.

It is also reported that the duration time of the periods varies from 30 to 60 minutes. However, it is noted that in a majority of the schools usually from 30 to 40 minutes are devoted to these activities.

Activities:

Moreover, it is reported that under N.D.S., the following activities are conducted:-

1) Drill
2) Group-Exercises
3) Apparatus-work
4) Atheletics
5) Group Songs
6) Dances
7) Dramas
8) Lectures by out-standing personality.

Syllabus:

Further, it is reported that out of 14 schools, 8 schools (i.e. 57%) follow the syllabus prescribed by the Government. But the remaining 43% of the schools are not able to follow it due to the shortage of space and time, or complication and duplications in certain activities. This indicates that the present syllabus has certain defects and it needs some kind of modifications.

In order to assess the extent of the number of schools and the number of participants, a comparative study has been made for each activity separately for different years. Further, an attempt has been made to study the average number of students per trained teacher for each individual activity for the period under reference. These studies have been revealed in the following table Nos. 41 and 42.

It is evident from table No.41 that the percentage of students participating in different types of physical activities declines every year, so far as girl-guide, A.C.C. and Jr. N.C.C. are concerned. However, in the case of scouting there is a decrease in the year 1959-60, but again an increase in the year 1960-61; whereas in the

case of N.D.S., the increase is from year to year. As regards Jr. N.C.C., the percentage in increase is very small in the year 1959-60, and there is an actual decrease in the year 1960-61.

While considering the number of schools, it is seen that during the years 1958-59 and 1959-60, only 17 Schools conduct scouting, whereas the number increases to 21 during the year 1960-61. In the case of girl-guide, there is no considerable increase in the number of schools conducting this activity. With regard to A.C.C., the number of schools is 36 during the year 1958-59 and it increases to 38 and 44 during the years 1959-60 and 1960-61 respectively. The number of schools remains constant through out the three years so far as Jr. N.C.C. is concerned. It is evident from the above table that there is a considerable increase in the number of schools imparting training according to N.D.S. principle. The number of schools undertaking this activity is only one during the year 1958-59 and it goes up to 7 and 14 during the years 1959-60 and 1960-61 respectively.

The data presented here reveals the fact that most of the students do not take part in the various useful activities of physical education.

The percentage of participants in different physical activities is shown by a bar-graph on page No. 180 A.

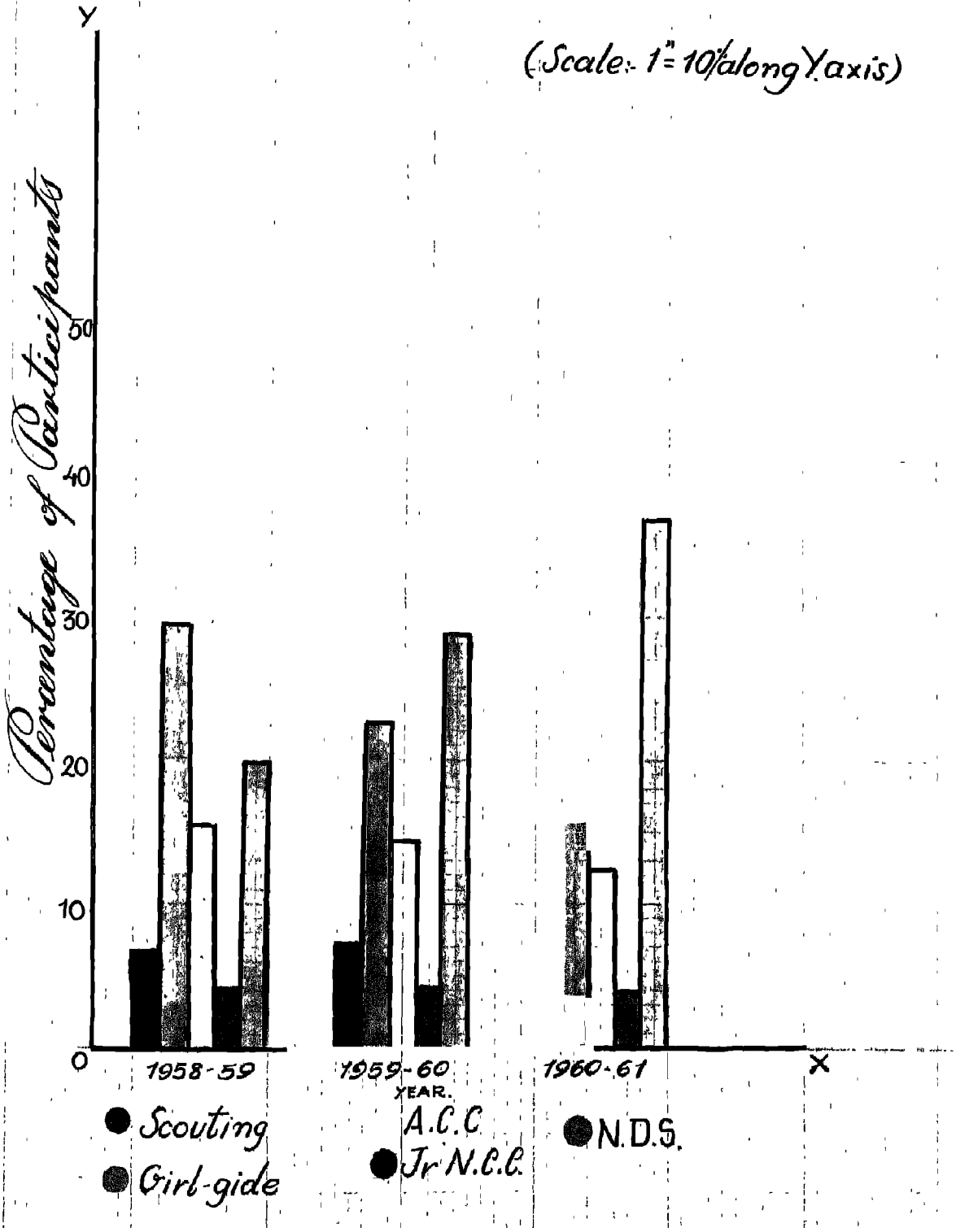
Table No.42 show that so far as scouting is concerned, the average number of students per trained teacher remained more or less constant for all the three years, which is 23 during the years 1958-59 and 1959-60 and 22 during the year 1960-61.

In case of girl-guide, the average number of guides per trained teacher is 105 for the first two years, i.e. 1958-50 and 1959-60; while in the year 1960-61, the average number of pupils comes down to 39, which is due to the rapid increase in the number of trained teachers.

As regards A.C.C., the average number of A.C.C. Cadets per trained teacher is 47 during the year 1958-59 and it decreases to 43 during the year 1959-60; whereas it increases to 45 in the year 1960-61.

There is a continuous decrease in the average number of N.C.C.Cadets. During the year 1958-59, the average number of N.C.C. Cadets is 61 and it declines to 45 and 34 in the two consecutive years i.e. 1959-60 and 1960-61.

The graph showing the percentage of participants in different Physical activities



In the case of N.D.S., the average number of students participating in this activity is 300 per N.D.S. Instructor during the year 1958-59, which comes down to 225 in the year 1959-60 and again goes up to 266 during the year 1960-61.

The ratio of the students per trained teacher is on the whole satisfactory.

RIFLE TRAINING:

One of the current problems in education is "education for emergency", and in education for emergency Military-Training assumes great importance to protect one's self and to protect the independence of one's nation against foreign aggression. Rifle-Training is an important part of such training. Information regarding this activity is given in the following paragraphs.

It is reported that out of 67 schools, 10 schools (i.e. 15%) provide this training. The following table shows the number of boys and girls taking part in it.

Table No.43

TABLE SHOWING THE NUMBER OF PARTICIPANTS IN RIFLE TRAINING:

YEAR	Number of Schools	Boys	Girls	Total
1958-59	2	65	52	117
1959-60	7	385	194	579
1960-61	10	620	286	906

It is observed from the above table that there is an increasing trend in the number of participants- boys as well as girls. During the year 1958-59, the total number of the trainees is 117 and it reaches 579 showing an increase of 462. But in the year 1960-61, the number increases by 327. This reveals that the increase in number during the year 1959-60 is nearly four times that of the year 1958-59. Similarly, the increase in number during the year 1960-61 is nearly double than that of the year 1959-60.

It is also seen that a large number of boys take part in this training. The girl-trainees are also considerable in number.

Though the number of schools and students, participating in this activity has increased, it does not give a satisfactory picture because the movement is still carried on a very small scale. But now as the emergency arises this activity should be given greater impetus.

EXCURSIONS:

Excursions are considered as a part of extra-curricular activities now-a-days. However, properly

arranged excursions contribute to the physical, mental and emotional development of an individual.

Out of 67 schools, 65 schools (i.e. 96%), arrange such excursions. The number of excursions arranged by different schools during the year vary a great deal.

Table No.44

TABLE SHOWING THE NUMBER OF EXCURSIONS ARRANGED BY DIFFERENT SCHOOLS DURING THE YEAR 1960-61

No. of Excursions arranged during the year:	No. of Schools
1	21
2	27
3	13
4	2
5	2
Total	65

It is evident from the above table that a majority of the schools arrange excursions once or twice a year. A small number of schools arrange excursions thrice a year. But very few schools arrange such excursions four to five times a year. This indicates

that a large majority of schools are not ready to give much emphasis to excursions.

As to the period during which such excursions are arranged, it is noticed that out of 65 schools, 36 schools (i.e.55%) arrange excursions during the Summer Vacation; while 29 schools (i.e.45%) arrange them during the Diwali Vacation. This reveals that generally the vacation period is utilized for this activity to make the students alert, enthusiastic, active and throbbing.

However, small outings arex arranged class-wise as well as standard-wise. It is reported that of 67 schools, 45 schools (i.e.67%) arrange the outings class-wise; whereas 22 schools (ie.33%) arrange the outings standard-wise.

FIRST-AID:

Provision for First-Aid is a "must" in every school.

It is interesting to note that out of 67 schools, 60 schools (i.e. 90%) provide first-aid. This indicates that the majority of schools have provision for it.

First-aid is carried on by different persons in different schools. It is observed that out of 60

schools providing first-aid facilities, 20 schools (i.e. 33%) leave it to the school peon; whereas 32 schools (i.e. 53%) to the physical education teacher. But in the case of one school, it is left to the science teacher. While in the remaining 7 schools, it is left to the students. This reveals that in the majority of schools, the physical education teachers and the school-peons have to look-after first-aid requirements. It may be due to the over-load of work of the physical education teacher that the peons have to perform this duty.

However, it is better to train pupils in this fruitful activity that will not only teach them the lessons of service but will also make them useful citizen in later life, than leave it to the peons.

SCHOOL-BAND:

The provision of band in schools is essential in order to conduct rhythmic exercises and mass-drill. It creates interest in the students for better performance.

Out of 67 schools, 39 schools (i.e. 58%) provide a band. This reveals that in a good number of schools

bands have still to be introduced.

It is also reported that of 39 schools, 6 schools (i.e. 15%) maintain an expert band-master; whereas in the remaining 33 schools (i.e. 85%) the activity is either under the direction of the physical education teachers or under the guidance of students who have some knowledge of the various instruments.

Of the six schools (with band-masters), 3 schools have procured the honorary services of the band-masters, while in the remaining 3 schools, one pays Rs.100/- per month, the second Rs.15/- per month and the third gives a lump-sum to the band-master.

OTHER RECREATIONAL ACTIVITIES:

There are some activities like films, lectures, exhibitions etc. that accelerate the progress of physical education. They are slightly touched upon.

(A) Films:

Of 67 schools, 7 schools (i.e. 10%) show films and film-strips on physical education to the students. This indicates that the vast majority of the schools (i.e. 90%) do not use the audio-visual aids at least as far as physical education is concerned. This may be

due either to the lack of facilities (or projector etc.) or the want of such films.

(B) Lectures by Experts:

On analysing the data, it is observed that of 67 schools, 19 schools (i.e.28%) arrange lectures by experts in the field of physical education. Such lectures, if properly arranged and utilized do help the students.

(C) Exhibitions:

Exhibitions provide a lot for learning situations. It is reported that of 67 schools, 13 schools (i.e. 19%) arrange exhibitions in physical education. Since the treacherous attack of the Chinese, such exhibitions have been organised by several schools and this activity is still carried on as projects. It is not exaggerating to note that this activity is sure to spread in the years to come and to inspire young and old to be physically sound.

CHAPTER VIII

F I N A N C E

The foundations of an efficient administrative organisation includes the plans for budgeting and financing a project.

As a result of compulsory introduction of physical education in schools, the schools have to spend a considerable amount of money on providing grounds and maintaining them, buying books, magazines and equipments for physical education, holding medical examination, arranging for games and competitions, organising recreational activities etc. For this

reason the school is required to form a budget for the different items of expenditure on physical education. In planning the budget care should be taken to see that every item is given its proper due.

SOURCES OF INCOME:

This additional cost is met in the following ways:-

(A) Term-Fees:

Generally, most of the schools meet the expenditure on physical education from the term-fees received by them.

(B) Grants:

In Gujarat, at present the Department of Education does not give separate grant for physical education, but the grant at the rate of 45% of the total approved expenditure(recurring and non-recurring) is given to all non-governmental secondary schools.

(C) School-Management's Contribution:

In some schools, the management also contributes towards the expenditure incurred on physical education.

For the purpose of this survey, information has been collected on the expenditure incurred on various items of physical education. The following table No. 45 shows the percentage of expenditure incurred on physical education to the total expenditure.

It is observed from the table No.45, that there is an increase of about 26% in the year 1960-61 in the total expenditure over that in 1958-59; whereas the rise in the expenditure on physical education during the three years under review is only 19%. This shows that the increase in the expenditure on physical education is not proportionate to the increase in the total expenditure.

It is also seen from the above table that the expenditure incurred on physical education has remained at less than 2% of the total expenditure during the period under review. Hence, it reveals that due consideration is not given to physical education.

The increase of about 19% in the average expenditure on physical education in 1960-61 over that in 1958-'59 may be due to the rise in the cost of material and increase in the strength of the schools.

Thus, it may be presumed that there has been

Table No.45

TABLE SHOWING THE PERCENTAGE OF EXPENDITURE INCURRED ON PHYSICAL EDUCATION TO THE TOTAL EXPENDITURE:

YEAR	No.of Schools	Total Expenditure Rs.	Average Expenditure per school.Rs.	Expenditure on P.E. Rs.	Average Expenditure on P.E. per school	Percentage of Col.5 to 3
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1958-59	55	1802196	32767	34513	628	1.92
1959-60	55	1970340	35824	34981	636	1.78
1960-61	55	2268746	41250	41041	746	1.81

no considerable improvement in the quality of physical education inspite of the increase in average expenditure during this period which might be due to the above stated reasons.

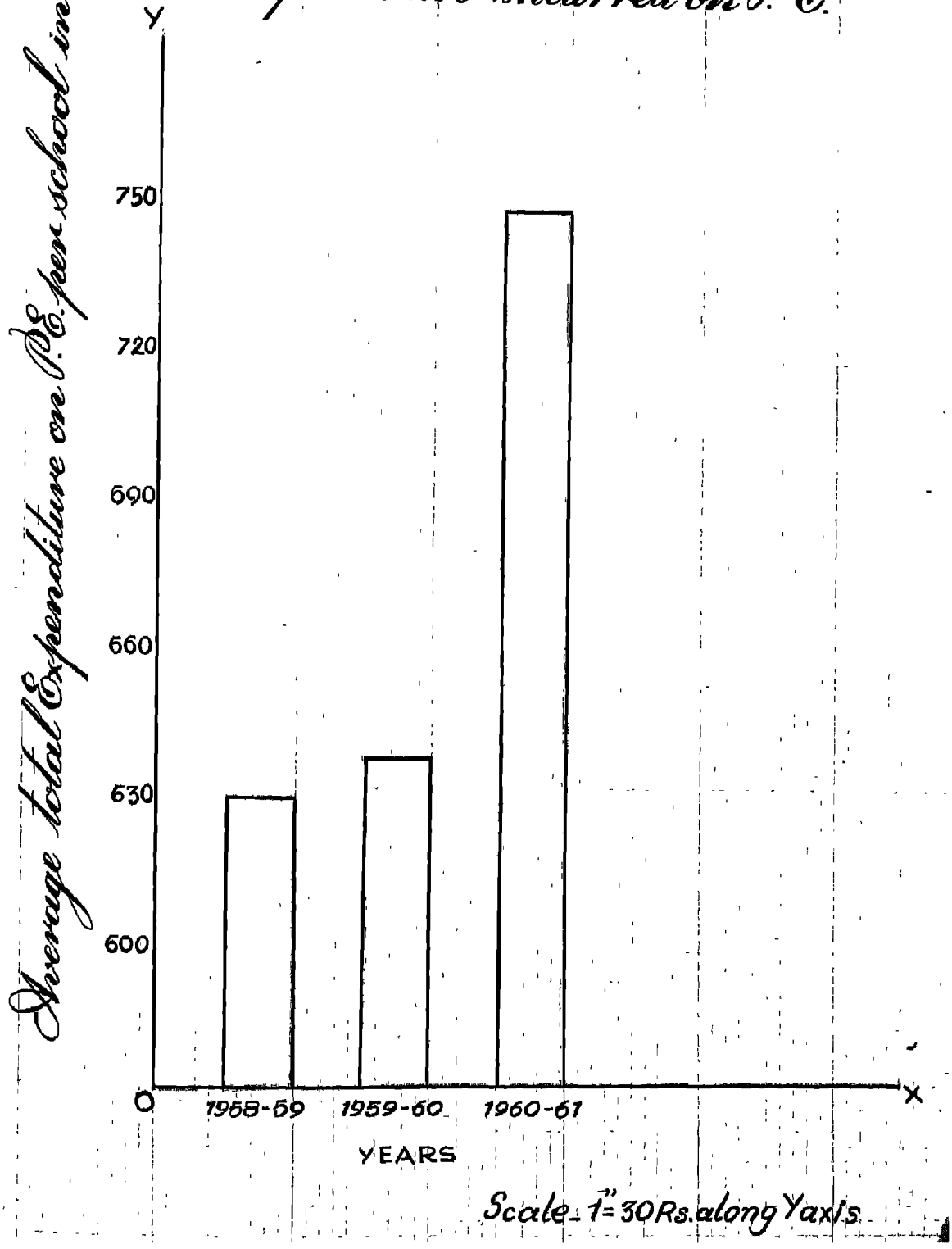
In order to get a clear view of the average expenditure per year incurred on physical education by a school, the data has also been represented by a bar-graph on page No. 194 A.

With a view to get a more specific idea regarding the expenditure incurred on various items of physical education, the information for the year 1960-61, is given in the following table No. 46.

From the table No.46, it is seen that 21 and 26 schools i.e. 38% and 47% respectively have not spent anything on the playground; neither on other activities such as excursions, first-aid, exhibitions, camps etc. respectively. On an average it appears that out of the 55 schools under survey, 19 (i.e. 35%) have hardly spent anything on any of the items of physical education mentioned in the above table No.46.

It is also observed that though sufficient expenditure has not been incurred on medical examination, it

The graph showing the average total Expenditure incurred on P.E.



-195-

Table No.46

TABLE SHOWING THE NUMBER OF SCHOOLS INCURRING EXPENDITURE ON VARIOUS ITEMS OF PHYSICAL EDUCATION IN THE YEAR 1960-61:

Rupees	Play-grounds	Books, Magaz-ines & Imple-ments.	Medical Exami-nation.	Sports & Games	Other Activi-ties
00 - 00	21	15	16	18	26
1 - 100	15	15	35	16	6
101 - 200	7	6	4	8	8
201 - 300	6	4	-	4	4
301 - 400	1	3	-	2	4
401 - 500	3	3	-	5	1
501- 600	1	-	-	1	4
601 - 700	-	1	-	-	-
701 - 800	-	2	-	-	1
801 - 900	1	1	-	-	1
901 -1000	-	-	-	1	-
1001 -1100	-	1	-	-	-
1101 -1200	-	1	-	-	-
1201 -1300	-	-	-	-	-
1301 -1400	-	-	-	-	-
1401 -1500	-	2	-	-	-
1501 -1600	-	1	-	-	-
Total =	55	55	55	55	55

has been reported by 32 schools that the doctors give honorary services to them for a medical check up of the students. However, it can be seen that a considerable expenditure is incurred on playgrounds, books, magazines and implements and sports and games.

Further, it is encouraging to note that quite a good amount is spent on books, magazines and instruments.

To obtain a thorough idea regarding the expenditure incurred on physical education, the relationship between the same expenditure and the number of students in the year 1960-61 is shown in the following table No.47.

From the table No.47, it is seen that the expenditure incurred on physical education varies from school to school depending upon the strength of the students.

It is also observed from the table No.47, that 44% of the schools having a strength of students varying from one to 700 have incurred an expenditure on physical education upto Rs.500/-. The table shows a sad picture for schools having a strength of students varying

from 301 to 700 as they have incurred an expenditure on physical education from Rs.101 to Rs.300 only. This indicates that some schools on an average spend a very meagre amount on physical education per student.

The other 45% of the schools having a strength of students ranging from 201 to 1200 incur an expenditure on physical education varying from Rs.500 to Rs.1200. One school whose strength is from 1301 to 1400 students has incurred an expenditure on physical education from Rs.1001 to Rs.1100.

The remaining 6 schools (i.e.11%)having a strength of students ranging from 301 to 1500 and more, spend more than Rs.1200 on physical education.

This reveals that physical education is neglected by most of the schools, and on an average a meagre amount per student is spent on this activity. This is a very deplorable state of affairs. However, it is gratifying to note that under the present circumstances of emergency, the central as well as state Governments are taking various steps to promote physical education in the schools.

Also, information regarding the percentage of expenditure incurred on different items of physical education is given in the following table.

Table No.48

TABLE SHOWING THE PERCENTAGE OF THE EXPENDITURE INCURRED ON DIFFERENT ITEMS OF PHYSICAL EDUCATION:

YEAR	No. of Schools	Play-grounds	Books Magaz-ines & Imple-ments	Medical Examina-tion.	Sports & Games	Other Activi-ties	Total Expen-diture
1958-59	55	6059	13704	2350	5825	6575	34513
1959-60	55	5496	13526	2429	5935	7595	34981
1960-61	55	6606	16099	2585	7541	8210	41041
Total=		18161	43329	7364	19301	22380	110535
Percentage=		16	39	7	18	20	100

The above table indicates the break up of expenditure on various items of physical education activities. The major portion of the expenditure is incurred on books and implements and other activities such as excursions, camps, first-aid etc. A considerable expenditure is also incurred on playgrounds and sports and games. The expenditure on medical examination appears to be low mainly due to the fact that some of the schools get honorary services of the doctors.

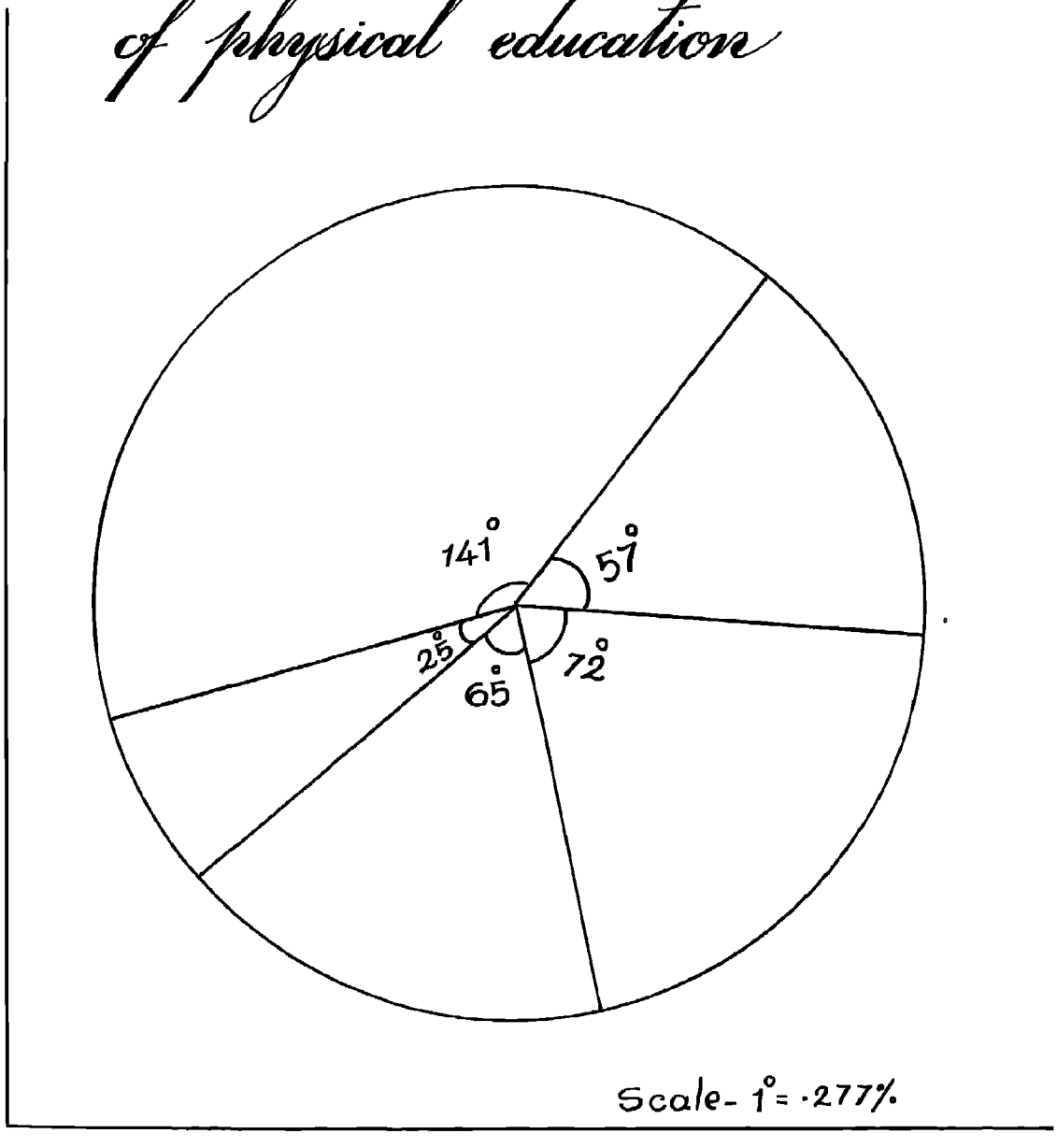
The percentage of expenditure incurred on different items of physical education is also represented graphically, with a view to giving a clear picture of the same at a glance. The J1 diagram is shown on page No. 200 A.

In order to see the picture of expenditure incurred on physical education from a different angle, viz. per student, the above data is tabulated in table No.49.

The above table shows that the average expenditure incurred by the schools per student on different items of physical education from the year 1958-59 to 1960-61.

The average expenditure incurred during the year 1958-59 is higher than that during the years 1959-60

The graph showing the percentage of the Expenditure, incurred on diffirent items of physical education



○ Playground
○ Books & implements
● Medical examination
○ Sports & games.
○ Other activities.

and 1960-61. The downward trend of average expenditure during the three years under survey is apparent in respect to ground-maintenance and books and equipment; whereas it is more or less constant in respect to medical examination. The average expenditure on sports and games is constant during the first and the third year, while it is less in the second year. The picture is altogether different where other activities are concerned; which shows that the average expenditure during the second year is higher than that in the first and the third year.

The above trend indicates that there has been no considerable increase in average expenditure per student during these three years; which may be presumbly due to the fact that less attention is being paid to physical education.

CHAPTER IX

ROLE OF
GYMNASIA IN THE KAIRA DISTRICT

Gymnasia in Kaira District have played an important part in preparing youths not only for physical fitness but also giving them a feeling of social services and patriotism. They are considered as centres of community education.

At present, there are about 12 gymnasia recognised by Government in Kaira District and are given grant-in-aid. However, there are also other non-recognised gymnasia in the district and these have not been considered for the purpose of the present study.

All the twelve grant-in-aid gymnasia are managed and organised by some local mandal or committee.

The following aspects of gymnasia are studied:-

1) Participants
2) Finance
3) Physical Instructors
4) Buildings and Playgrounds
5) Working Hours
6) Implements
7) Activities- Nature of functions-
Sports and games-
Physical Efficiency-
Test- Summer Vacation Classes.

PARTICIPANTS:

Information has been collected on the number of boys and girls attending gymnasia regularly and is tabulated below:

Table No.50

TABLE SHOWING THE NUMBER OF BOYS AND GIRLS ATTENDING GYMNASIA REGULARLY:

YEAR	BOYS	GIRLS	TOTAL
1958-59	996	222	1218
1959-60	1043	263	1306
1960-61	XX 1110	262	1372

The above table indicates an upward trend in the number of students, attending gymnasia regularly. However, the increase in the number of students is more apparant in boys than that in girls. There is a rise of 4% and 10% amongst boys during the years 1959-60 and 1960-61 compared to 1958-59; whereas in case of girls, it is 18% in the year 1959-60 and remains constant in 1960-61. However, on the whole, the rise is only 7% and 5% during the respective years. This indicates that there is very slow increase in the total number of students attending gymnasia regularly.

Also information has been collected about the number of school students and the number of adults, attending gymnasia.

Table No.51

TABLE SHOWING THE NUMBER OF SCHOOL STUDENTS AND THE NUMBER OF ADULTS ATTENDING GYMNASIA:

Year	No. of gymnasia.	No.of School Students	No. of adults	Total
1958-59	12	938	280	1218
1959-60	12	1015	291	1306
1960-61	12	1070	302	1372

From table number 51, it is observed that there is an increasing trend in attendance in both the cases.

But the ~~xx~~ increase is very slight. This indicates that the activities of gymnasia are not getting more popular.

FINANCE:

(A) Sources of Income:

The expenditure incurred by gymnasia is met in the following ways:-

(1) Grant-in-aid to Gymnasia:

To improve the status of physical education in the state, gymnasia were also recognised for grant-in-aid by the Government of Bombay, since 1939. Accordingly, a recognised gymnasium is eligible to receive Government grant not exceeding 25% of the recurring as well as non-recurring expenditure incurred by it on physical education.

In addition to these provisions, Government has been providing huge finance for recreational activities e.g. camps, excursions.

Also, under the Government of India's scheme, financial assistance is given to Vyayam shalas, Akhadas and Clubs.

This indicates an increasing attention on the part of the Congress Government to physical education, since it took office. Its efforts for the promotion of physical education and recreation are, beyond doubt, worthy of great admiration. For this very important nation building activity Government is prepared to do all it can.

(2) Gymnasia-Fees:

Another way by which funds are provided to meet the expenditure of the gymnasia is the charging of fees to participants, attending the gymnasia regularly.

(3) Contribution by the Managements:

In many gymnasia, the managements also contribute from the general funds of gymnasia towards the expenditure incurred on physical education from year to year.

(4) Public Donation:

An important source of income is by way of public donations. Well-wishers have contributed generous sums to gymnasia to carry out their activities.

(B) Expenditure:

Data regarding expenditure incurred by the

gymnasia is given in the following table.

Table No. 52

TABLE SHOWING THE AVERAGE EXPENDITURE PER PARTICIPANT:

Year	No. of Gymnasia.	Total No. of Participants	Total Expenditure Rs.	Average Expenditure per participant
1958-59	12	1218	15402	12.73
1959-60	12	1306	16835	12.89
1960-61	12	1372	18711	13.64

From the above table, it is seen that during the year 1958-59 on an average, Rs.12.73 is spent for each participant, and this rises to Rs.12.89 during 1959-60 and to Rs.13.64 during the year 1960-61. This indicates that more and more attention is being paid to the participants in gymnastic activities as there is a steady rise in the expenditure per participants.

PHYSICAL INSTRUCTORS:

It is reported that physical instructors are kept in all the gymnasia.

No. of Physical Instructors and their Qualifications:

The total number of physical instructors and their

qualifications are given below.

Table No. 53

TABLE SHOWING THE NUMBER OF PHYSICAL INSTRUCTORS AND THEIR QUALIFICATIONS:

Qualifications	No. of Physical Instructors
D.P.Ed.	3
C.P.Ed.	8
Vyayam Visharad	14
N.D.S.	1
Unqualified	6
Total =	32

It is evident from the above table that out of 32 physical instructors, a large number of them are Vyayam-Visharad and C.P.Ed. Only 6 (i.e. 19%) are unqualified.

Remuneration:

As regards the pay-scales of physical instructors, it is found that about 14 (i.e. 43%) take honorarium varying from Rs. 10/- to Rs.83/- per month. Considering

the quality and quantity of the work that they carry on the amount of honorarium recured is little. But 57% of the physical instructors give honorary services. This revcals that most of the physical instructors give honorary services.

BUILDINGS AND GROUNDS:

While analysing the data, it is found that out of 12 gymnasia, 7 of them (i.e. 58%) have their own buildings; whereas 5 gymnasia (i.e. 42%) have xx rented buildings. The rent of these buildings varies from Rs.78/- to Rs. 1200/-, per year.

Out of 7 gymnasia, having buildings of their own, 3 gymnasia have very small rooms (for keeping apparatus only). Thus, as far as the buildings are concerned, the areas are not adequate.

As regards the area of playgrounds, it varies from gymnasium to gymnasium. It is reported that only 6 gymnasia have their own grounds with an area varying from 5500 to 80,000 sq.yds. The remaining 6 gymnasia rent their grounds and the area vary from 2100 to 6400 sq.yds. This shows that about 50% of gymnasia have to satisfy themselves with rented playgrounds. This may be perhaps due to inadequacy of funds to purchase the grounds.

It is also reported that all the gymnasia provide drill-sheds, while only one provides a swimming pool.

From the data, it is further observed that excepting 2 gymnasia, which are specially meant for girls, the remaining 10 provide wrestling facilities also.

WORKING HOURS:

The survey has revealed that 7 gymnasia work in the evening usually for two hours i.e. from 5-30 to 7-30 p.m. or from 5 to 7 p.m; whereas 5 work both- in the mornings and in the evenings for about two hours every time.

IMPLEMENTS:

It is found that the number of implements varies from one gymnasium to another, according to the strength and availability of funds. Different types of implements, generally used by the gymnasia, are listed below:-

1) Lezim
2) Lathi
3) Wands
4) Indian clubs
5) Roman rings
6) Single-bar
7) Double-bar
8) Shot-put
9) Hammer-throw
10) Discuss throw
11) Javelin- throw
12) Cane sticks
13) Leather shields
14) Tug-of-war repes
15) Swords
16) Jamaiya
17) Chest-expander
18) Weight-lifting.

ACTIVITIES:

Nature of Functions:

It is reported by all the gymnasia that heavy vyayam, drill, apparatus work and games are included in the programme of gymnasia. But it is also reported that more attention is being paid to heavy vyayam than to games.

Physical and Recreational Activities:

Different types of physical and recreational activities organised by the gymnasia are listed below:

(a) Gymnastic Activities

1) Hill-fighting
2) Flag-fighting
3) Running
4) Camping
5) Sharma-yagna.

(b) Recreational Activities:

1) Holika-ceremony
2) Dramatics
3) Anna-fund
4) Tours & Excursions
5) Annual gathering- including physical feats.

Facilities:

On the analysis of the data, it is observed that a small number of gymnasia provide the following facilities also:

1) Library
2) Consumers-store
3) First-aid
4) Co-operative projects
5) Fire-fighting equipment
6) Band

Sports & Games:

(a) Gujarat-Olympic Games:

To creat interest among the students, olympic games are held at district level. During the period under review, the 18th, 19th and 20th Gujarat Olympic Games have been organised. At the 18th Gujarat Olympic Games festival the ladies team from Kaira District won the shield in kho-kho; while at the 19th Gujarat Olympic Games festival, the gents team of the district won the championship in weight-lifting.

(b) Charotar Vyayam Vir Sammelan:

A most interesting competitions, the Charotar Vyayam Vir Sammelan, was organised in 1917 in this district. The number of participants-

boys and girls- during the year 1958-59 is 551 and 431 respectively. But for the last two years this competition has not taken place in order to avoid the duplication of sports. (The state holds its own sports competitions).

Physical Efficiency Tests:

In order to improve the physical efficiency of the youths of Gujarat, 'The Gujarat Vyayam Pracharak Mandal' started 'The Kaya-Kaushalya Tests' in 1946. The following table shows the number of participants in 1958-59 according to old grades.

Table No. 54(A)

TABLE SHOWING THE NUMBER OF PARTICIPANTS ACCORDING TO OLD GRADES IN THE YEAR 1958-59

No. of participants	Grades			
	I	II	III	IV
Gujarat	288	56	13	4
Kaira District	43	6	-	-
Percentage =	15	11	-	-

From the above table, it is seen that about 15% of the participants in grade I are from Kaira District; only 11% are from Kaira in grade II. There are no

participants from Kaira in grades III and IV.

But in the very year i.e. 1958-59, these grades were substituted by stars and the number of participants according to new scheme is given in the following table No.54(B).

From the table No.54(B), it is observed that in the year 1958-59, from a total of 1372 participants from Gujarat, only 3% are from Kaira competing for one star; this percentage increases to 9 in the year 1959-60 and again goes down to 4 in the year 1960-61. Similarly, for two stars only 2% participate from Kaira in 1958-59; whereas it rises to 9 in 1959-60 and again comes down to 5 in 1960-61. So far as three stars are concerned, no one has participated in 1958-59 from the district; whereas one and four youths participate in 1959-60 and 1960-61 respectively. However, no one participate for Gujarat Yuvak/Yuvati during the above referred years.

This indicates that youths do not respond much to such physical efficiency tests when compared to other participants from the Gujarat State.

Further, the percentage of successful participants from Kaira District is calculated and given in the following table No.55.

Table No.54(B)

TABLE SHOWING THE PERCENTAGE OF PARTICIPANTS FROM KAIRA DISTRICT (ACCORDING TO NEW GRADES)

Year	One Star			Two Stars			Three Stars			Gujarat Yuvak/Yuvati		
	No. of participants from Gujarat	No. of participants from Kaira district	Percentage	No.of participants from Gujarat	No.of participants from Kaira district.	Percentage.	No.of participants from Gujarat	No.of participants from Kaira district.	Percentage	No.of participants from Gujarat	No.of participants from Kaira district.	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1958-59	1372	43	3	306	6	2	40	-	-	14	-	-
1959-60	1034	90	9	375	32	9	93	1	1	19	-	-
1960-61	936	40	4	371	17	5	133	4	3	25	-	-

Table No.55

TABLE SHOWING THE PERCENTAGE OF SUCCESSFUL PARTICIPANTS FROM KAIRA DISTRICT:

Year	One Star			Two Stars			Three Stars		
	No.of Total participants.	No.of successful participants.	Percentage	No.of Total participants.	No.of successful participants.	Percentage	No.of Total participants.	No.of successful participants.	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1958-59	43	25	58	6	4	67	-	-	-
1959-60	90	68	76	32	30	94	1	1	100
1960-61	40	26	65	17	15	88	4	4	100

It is observed from the above table that though the response to such physical fitness tests is poor, the success at the said tests is very encouraging. In 1958-59, about 58% participants from Kaira District successfully qualified in the tests for one star; whereas 76% and 65% in 1959-60 and 1960-61 respectively. Similarly, in case of two stars 67%, 94% and 88% successfully qualified in the tests during the years under review respectively. As regards three stars, all the candidates i.e. one and four respectively qualify in the years 1959-60 and 1960-61. But on the whole the number of the participants is so meagre that conclusion cannot be drawn from it.

Summer Vacation Classes:

To impart training of physical education to teachers when they are completely free from other duties is the chief aim in organising such classes. Firstly, such classes were organised by the Charotar Education Society in 1933-34. But since 1936, these classes were carried on by The Gujarat Vyayam Pracharak Mandal. The whole syllabus is distributed in four parts viz. Pravesh, Vinit, Shikshak and Visharad.

As Central Summer Vacation Classes on a state

level are organised in any one village of Kaira district, the total number of trainees from Gujarat is given in the following table No. 56.

The above table No.56 shows that the trainees attending Summer Vacation Classes qualify in the tests in large number and only a very few fail in the tests. It is also observed that there is an upward trend in the percentage of trainees passing the tests the three years except in case of the test for 'Shikshak' where it falls in 1959-60. Further, the percentage of trainees appears to be higher than 75% in all the cases.

Also, the Gujarat Vyayam Pracharak Mandal has recognised certain centres organising Summer Courses lasting two summers. Accordingly, since 1950-51 the Charotar Education Society conducted such a course.

Information regarding the number of participants in the recognised centres of Kaira District is collected and given in the following table No.57.

It is seen from the table No.57, that 93%, 21% and 56% of the trainees got through successfully in the Pravesh Examination during the years 1958-59, 1959-60, and 1960-61 respectively. Similarly, in case of the Vinit

Table No. 56

TABLE SHOWING THE NUMBER OF TRAINEES FROM GUJARAT IN CENTRAL SUMMER VACATION CLASSES:

Year	Pravesh			Vinit			Shikshak			Visharad		
	No.appeared.	No. passed.	Percentage	No.appeared.	No. passed.	Percentage	No.appeared	No.passed	Percentage	No.appeared	No.passed	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1958-59	95	83	87	36	28	78	52	49	94	9	8	89
1959-60	25	22	88	13	11	84	19	17	89	23	21	91
1960-61	90	85	94	21	19	90	36	35	97	22	22	100

Table No.57

TABLE SHOWING THE NUMBER OF TRAINEES IN THE CENTRES OF KAIRA DISTRICT:

Year	No. of Centres in the district:	Pravesh			Vinit		
		No. of Total participants	No.of successful participants	Percentage.	No. of Total participants	No. of successful participants.	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1958- 59	2	101	94	93	52	48	92
1959- 60	2	53	11	21	42	10	24
1960- 61	3	94	53	56	76	52	68

Examination, 92% trainees passed successfully in 1958-59; whereas only 24% succeed in 1959-60 and 68% in 1960-61. This indicates that there is a down-ward trend in the percentage of successful trainees.

In fact that the number of trainees has decreased at the Central Summer Vacation Classes as well as Recognised Centres of Kaira District may be due to the fact of the creation of a separate Gujarat State in the year 1959-60. Any way, for one reason or another, in 1959-60, the number of trainees has decreased to a considerable extent not only in Kaira District but all over Gujarat.

Such an important activity needs encouragement and constant help from the social and Governmental bodies.

CHAPTER X

CONCLUDING REMARKS

After giving a summary statement on physical education as it is run in Kaira District, it might be useful now to make a few concluding remarks.

Physical Education Teachers:

There is a slow increase in the number of male as well as female trained teachers for physical education. However, in 1960-61, the percentage of D.P.Eds. and C.P. Eds. is 5 and 26 respectively which is not satisfactory.

The teacher-pupil ratio fixed by the Government in the case of D.P.Ed. and C.P.Ed. is 3:250 (i.e.1 D.P.Ed.

and 2 C.P.Eds. to every 250 students). But the present study shows that the teacher-pupil ratio as regards D.P.Ed. and C.P.Ed. is 1:252, where the "one" may be a D.P.Ed. or C.P.Ed. This is a very sad picture. However, if we do not consider D.P.Ed. and C.P.Ed. trained teachers only then the teacher-pupil ratio is 1:96 which is a considerably good one. But as regards trained female teachers, the ratio is 1:686 approximately. This indicates that there is a big shortage of trained female teachers.

Some schools depute teachers for training in physical education at their own cost and under certain conditions. But 55% of the schools are not prepared to bear the cost of training teachers. The reason may be that they are economically handicapped. Sometimes, the heads of institutions are ready to depute teachers for training at their own cost, but the teachers do not wish to undergo such a training. It may be due to the lack of an attractive remuneration; or that they find better opportunities of a side income in the way of tuitions; or that they feel that there is no prestige in such an occupation; or perhaps, finally, they find the work of physical education too strenuous.

Teachers trained in physical education are allotted more periods for academic subjects than for physical education or games. About 81% of the total number of periods assigned to physical education teachers is spent on academic subjects. This is very undesirable.

Syllabus:

Most of the schools follow the prescribed syllabus in allotting periods for games, drill and apparatus-work.

About 88% of the schools arrange sports standard-wise instead of age-wise, which is not very fitting.

The majority of the schools arrange periods for academic subjects after the period for games, which is unpsychological.

In some schools, student-leaders and students selected for games are coached for them either during the vacations or after school-hours. Generally, physical education teachers are required to impart such training without any remuneration. This is not quite just.

Very few schools arrange that the last or the last two periods be given to games daily for all the

classes. However, 43% of the schools utilise free periods for games. But this should be done only after the long recess.

In some coeducational schools some special games are organised by the physical education teachers for girls. This is very necessary if we take into consideration the physical and biological make-up of girls.

Most of the schools follow the prescribed syllabus i.e. standardwise. However, 7% of the schools have prepared and follow an age-wise syllabus. This is a very commendable practice.

Examination:

Almost all the schools conduct examination in physical education once a year and follow the prescribed rules for it laid down by the Education Department. The percentage for passing is 50%.

Medical Examination and Follow-up work:

Generally, medical examination is conducted once a year by most of the schools and they follow the instructions laid down by the Department for the maintenance of medical reports and follow-up work. But often the follow-up work needs much more attention.

Inspection:

There is only one A.D.E.I. for physical education. This is not sufficient. With a big number of schools to supervise it may not be possible for him or her to give concrete suggestions or offer new techniques for an effective programme of physical education.

Playgrounds and Equipments:

Most of the schools (situated in rural areas) have their own playgrounds within a distance of 50 meters. However, so far, the majority of them do not have grounds of an area prescribed by the Department. A large number of schools do not provide running tracks and courts for different games like Kho-kho, Hu-tu-tu, Langdi, Basket-ball etc. Only 15% of the co-educational schools provide separate playgrounds for girls. But they, too, are inadequate. It may be due to the situation of the schools or the shortage of funds.

A vast majority of the schools do not provide gymnasiums. Lack of gymnasiums may be an obstacle to carrying out physical education activities during the monsoon and to running indoor games. Gymnasiums are usually patronized only by a small section of the pupils and by physical culture enthusiasts in the locality.

Although almost all the schools have made adequate provision for various "apparatus", a very small number of schools provide for various audio-visual aids in physical education. A lack of such effective tools may be the reason why little interest is created among students for physical education.

However, the majority of schools buy a few books and magazines on physical education. This is to be commended.

Physical and Recreational Activities:

A good number of schools arrange different types of outdoor-indoor and track-field games as a recreation for boys and girls. However, expensive and space-demanding games like Cricket, Hockey, Badminton and Table-tennis are arranged only by a few schools. Also, a few schools arrange competitions in games which are less expensive and easy to run, between boys and girls.

Most of the schools encourage as many pupils as possible to take part in sports by organising a house-system, or by having intra-murals or annual sports. They also take part in inter-school competitions held at different - Taluka, District, State, National - levels.

Tests in Kaya-kaushlya and National Efficiency Drive are conducted by a small number of schools but even here, the number of participants is not very satisfactory. The number of successful participants winning awards for physical efficiency shows a decreasing trend. It may be due to the decrease in the standard of physical efficiency and/or a greater strictness in the administration of the tests.

Scouting has been in 31% of the schools; Girl-guide in 10%, A.C.C. in 44%, Jr. N.C.C. in 4% and N.D.S. in 21%. Thus, a large number of schools have not introduced these activities.

On an average, the percentage of the participants in these various activities is also poor. Students of the higher classes commonly join the Jr. N.C.C. and the A.C.C.; whereas the students of lower classes commonly prefer scouting. It may be that military training attracts the students of the higher classes. However, an increasing number of students from Stds. VII, VIII and IX are now joining the N.D.S.

Generally, these activities are in the hands of S.S.C. or undergraduate teachers. But most of the schools do not offer an attractive remuneration to them.

The majority of the schools arrange these activities before or after school-hours and usually 30 to 35 minutes are devoted to each time. Since these activities are conducted before or after school-hours, many students who come from far away, are unable to participate in these activities even if they desired to do so. Also, neither the teachers nor the taught may be in a proper mood to carry out such activities after the hard work of a whole day. Therefore, such activities are often carried out monotonously.

Only a small percentage (i.e. 15%) of schools provide facilities for Rifle-training. This is not satisfactory, considering the present situation of the national emergency. It may be that the Government is not in a position to supply instructors and the necessary materials for such a training to a large number of schools.

Almost all the schools arrange excursions but the number of excursions vary from school to school.

About 90% of the schools have provision for first-aid and in most of the schools it is in the hands of the physical education teachers. But in some it is in the hands of the school-peons. To leave this service completely in the hands of a peon is not a happy solution.

About 42% of schools still do not have a band, which is essential for conducting rhythmical physical exercises.

A very small number of schools arrange exhibitions, lectures by experts and film-shows on physical education.

Finance:

The increase in expenditure incurred on physical education is not proportionate to that in the total expenditure on education during the period under review. Also, the increase of about 19% in the average expenditure on physical education in 1960-61 over that in 1958-59 may be due to the rise in the cost-price of materials and to the increase in the number of students in schools. During the period under survey, the expenditure incurred on physical education is about 2% of the total expenditure. Taking into consideration the above facts, it may be remarked that proper and due weightage has not been given to physical education.

Gymnastic Activities:

There is a slow increase in the number of participants in gymnastic activities every year. It may be due to the lack of interest or gymnastic consciousness

in the people.

In a large number of cases, physical instructors possess qualifications like Vyayam-Visharad, C.P.Ed. etc. and most of them offer honorary services. This is praise worthy. However, it may be due to the fact that it is a side-activity and that the services of the physical instructors are honorary that this activity does not have the desired fruits in many cases. But the steady rise in the expenditure incurred on each participant suggests that more and more attention is being paid by the organisors to promote physical activities in the District.

Some gymnasia have their own buildings and playgrounds but about 50% rent their buildings and playgrounds.

Only a small percentage of the youth of Kaira District participate in the Kaya-kaushlya test, but none at all participate in the Gujarat Yuvak/Yuvati during the period under study. However, a large majority of those who participate, succeed in the physical fitness test.

The Gujarat Vyayam Pracharak Mandal has organised Summer Vacation Classes of physical education, since 1936. The Charotar Education Society has organised

recognised centres of physical education in Kaira District, since 1950-51. Since 1951-52, it has also accepted the entire responsibility of conducting Madhyastha Vyayam Classes. Thus, the Charotar Education Society has trained many youths in Kaira District and of other districts too. So, the contribution of it for promoting physical education in Kaira as well as in other Districts is immense.

With such an encouraging back-ground and tradition, and with inspiring direction, the District of Kaira can progress by leaps and by bounds in fostering physical fitness among its youth.

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